

SEPTEMBER 1991

VOLUME 26/NUMBER 9

RIIE

RESOURCES IN EDUCATION

ED 330 774 — 331 947

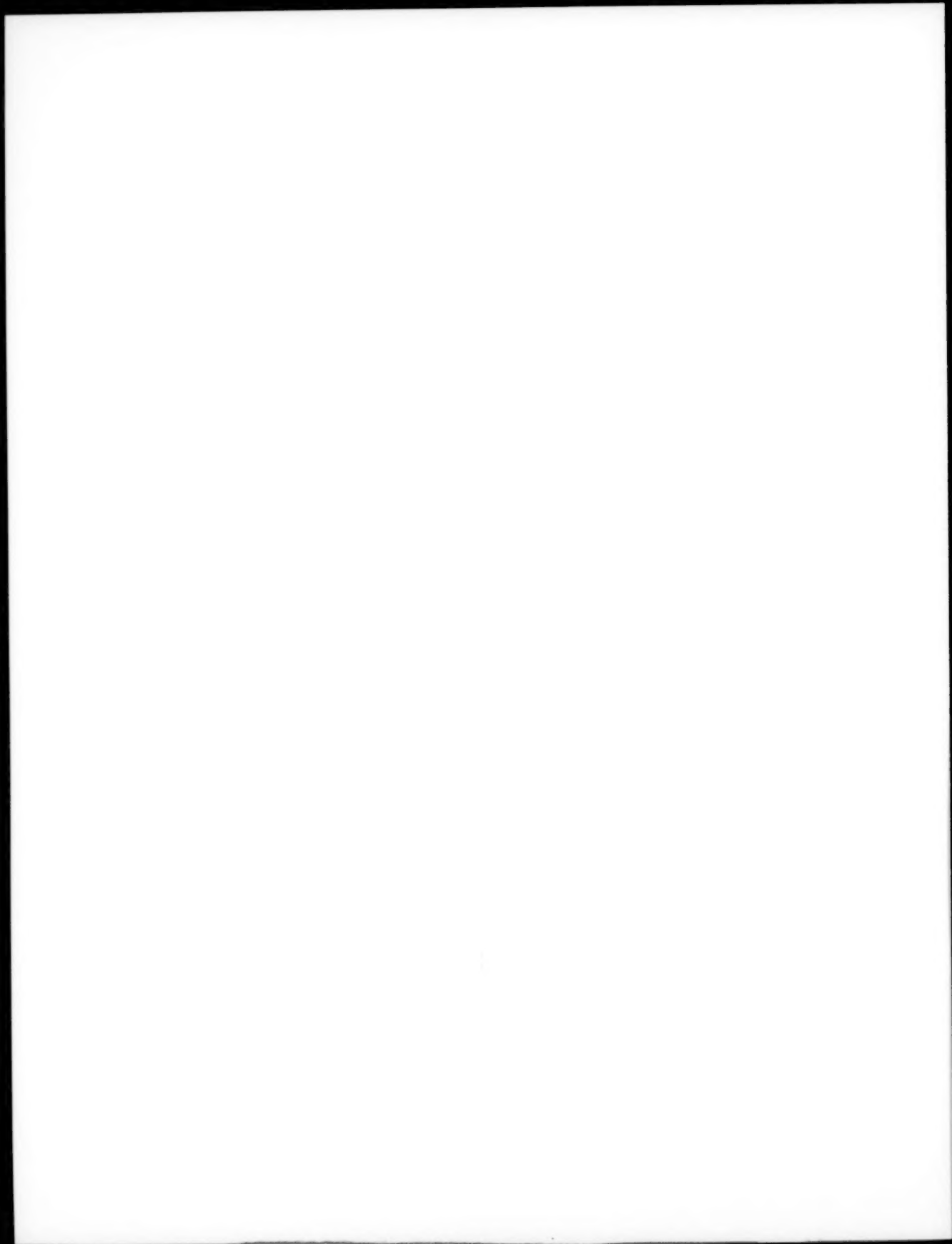


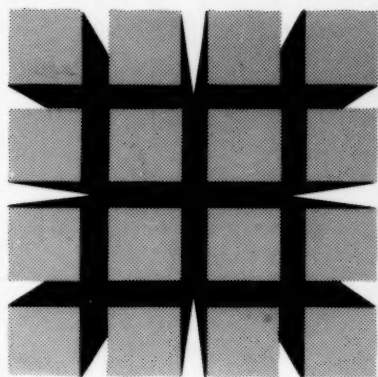
EDUCATIONAL RESOURCES



INFORMATION CENTER

Office of Educational Research and Improvement
U.S. DEPARTMENT OF EDUCATION





RIE

RESOURCES IN EDUCATION

ED 330 774 — 331 947

September 1991

Volume 26/Number 9

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Resources in Education (RIE) is processed for printing by ARC Professional Services Group, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

Subscriptions to *RIE* (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	—	Clearinghouse
CIJE	—	<i>Current Index to Journals in Education</i>
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	<i>Resources in Education</i>
SN	—	Scope Note
UF	—	Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];

v. ; 28 cm.

Monthly.

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(Continued on next card)

75-644211

AACR 2 MARC-S

76r8805r83jrev2

Resources in education . . . (Card 2)

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: *Research in education*.

Supt. of Docs. no.: HE 19.210; ED 1.310:

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1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

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Introduction

RESOURCES IN EDUCATION (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208-5720

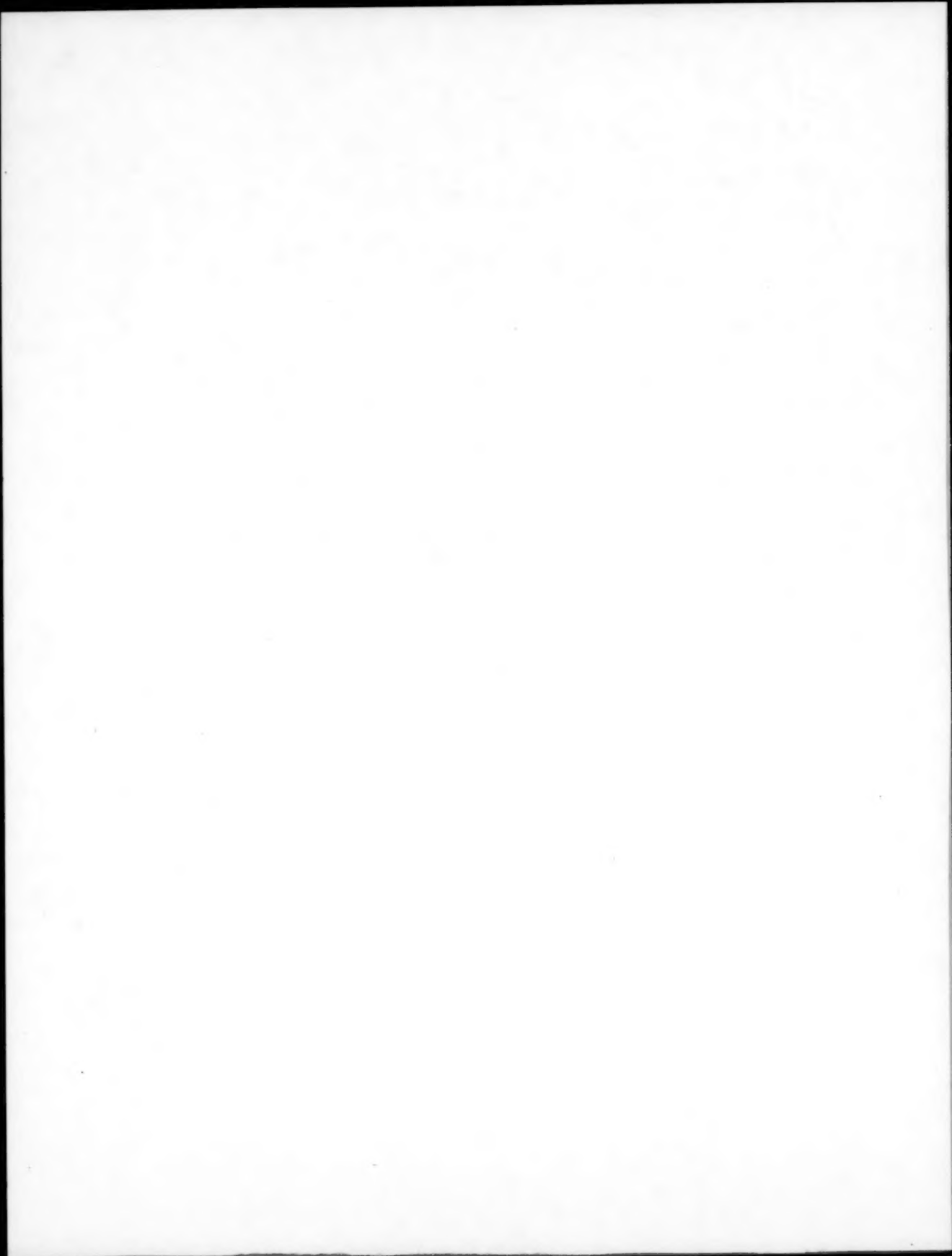
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 2440 Research Boulevard, Rockville, MD 20850. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints RIE and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order *Resources in Education*."



ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issues.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; Telephone: 1-800-443-ERIC (3742).

ED 330 920 CG 022 950
Hanson, Robert, Ed. *And Others*
Career Development: Preparing for the 21st Century.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Tennessee Univ., Knoxville. Dept. of Technological and Adult Education; 177p.

EDRS Price - MF01/PC08 Plus Postage.
Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$16.95).

ED 330 984 CG 023 327
Walt, Garry R., Comp.
CounselorQuest: Concise Analyses of Critical Counseling Topics.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 384p.

EDRS Price - MF01/PC16 Plus Postage.
Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$19.95).

ED 331 152 EA 022 898
Lumsden, Linda S.
The Role of Schools in Sexual Abuse Prevention and Intervention. ERIC Digest Series Number 61.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 3p.

EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; \$2.50 postage and handling).

ED 331 337 HE 024 383
Lee, John B. Merisotis, Jamie P.
Proprietary Schools: Programs, Policies and Prospects. ASHE-ERIC Higher Education Report No. 5.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development; 115p.

EDRS Price - MF01/PC05 Plus Postage.
Alternate Availability—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 (\$17.00).

ED 331 338 HE 024 384
Lee, John B. Merisotis, Jamie P.
Proprietary Schools: Programs, Policies and Prospects. ERIC Digest.
Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Wash-

ington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development; 3p.

EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 (\$1.00).

ED 331 489 IR 014 990
Morse, Ronald H.
Computer Uses in Secondary Science Education. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 4p.

EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free with stamped, self-addressed envelope while supply lasts).

ED 331 512 IR 053 563
Feldman, Sari
The Library and the Latchkey. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 4p.

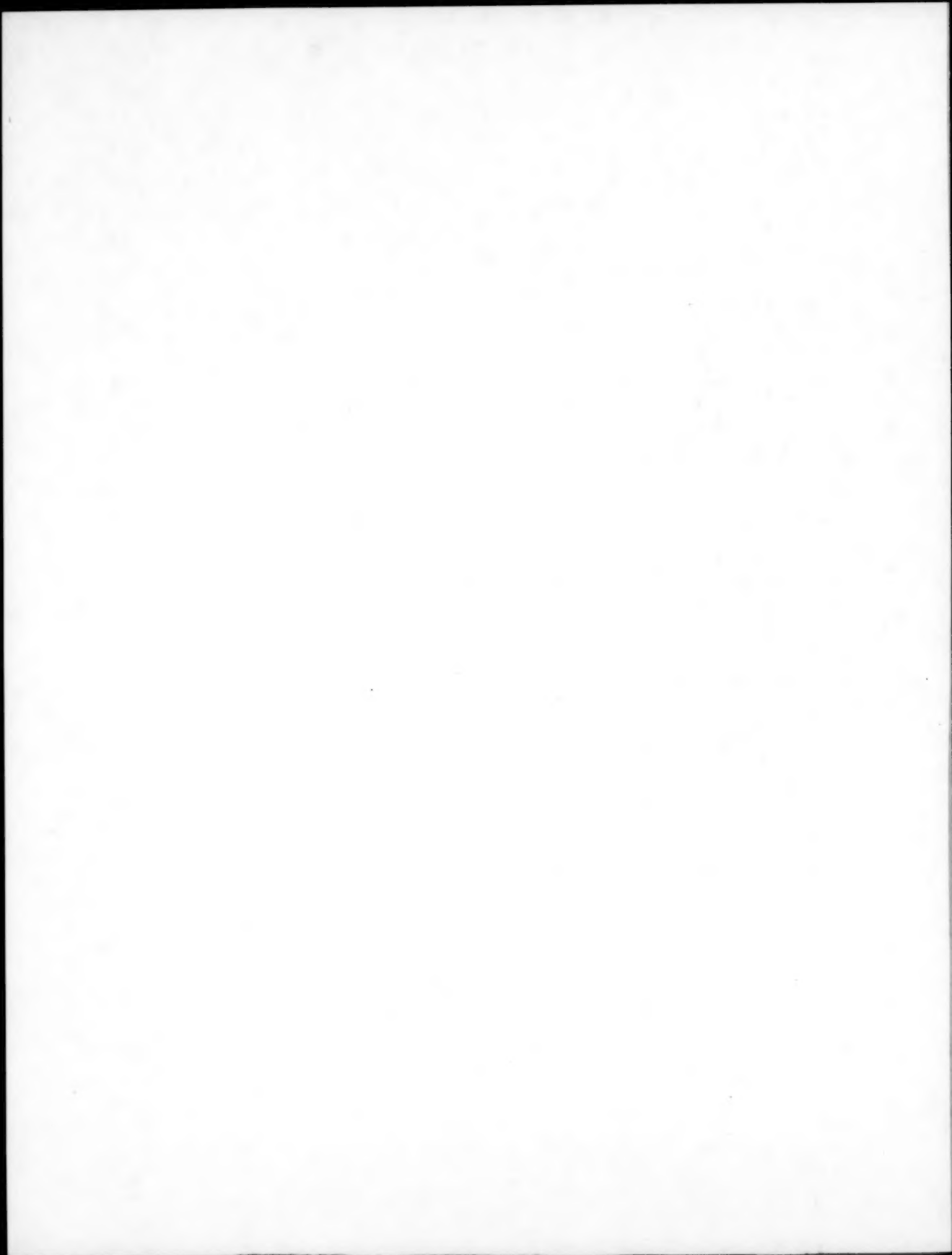
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts with self-addressed stamped envelope).

ED 331 641 PS 019 688
Kagan, Sharon L. Garcia, Eugene E.
Educating Culturally and Linguistically Diverse Preschoolers: Moving the Agenda.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 38p.

EDRS Price - MF01/PC02 Plus Postage.

ED 331 827 SP 033 106
Harnett, Anne Marie
Locating Practice-Oriented Materials in ERIC. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; 4p.

EDRS Price - MF01/PC01 Plus Postage.



DOCUMENT SECTION

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA — ERIC Processing and Reference Facility	1	JC — Junior Colleges	121
CE — Adult, Career, and Vocational Education	1	PS — Elementary and Early Childhood Education	130
CG — Counseling and Personnel Services	24	RC — Rural Education and Small Schools	141
CS — Reading and Communication Skills	37	SE — Science, Mathematics, and Environmental Education	150
EA — Educational Management	56	SO — Social Studies/Social Science Education	156
EC — Handicapped and Gifted Children	67	SP — Teacher Education	163
FL — Languages and Linguistics	81	TM — Tests, Measurement, and Evaluation	171
HE — Higher Education	89	UD — Urban Education	182
IR — Information Resources	110		

AA

ED 330 774 AA 001 212
Resources in Education (RIE), Volume 26, Number 9.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ISSN-0098-0897

Pub Date—Sep 91
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$94.00 (Domestic), \$117.50 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfilm (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 330 775 CE 051 937
Lovace, Bill E. And Others
Carl D. Perkins Vocational Education Act—Job Training Partnership Act (JTPA) Joint Plan-
RIE SEP 1991

ning: The How-To Manual for Postsecondary Institutions. A Supplement to "Navigating the Labyrinth."

North Texas Univ., Denton. School of Human Resource Management.

Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date—Jun 88
Note—51p.; For "Navigating the Labyrinth," see ED 288 021.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cooperative Planning, Coordination, *Educational Planning, Federal Programs, *Institutional Cooperation, *Job Training, Linking Agents, Models, Postsecondary Education, Program Development, *Vocational Education Identifiers—*Carl D Perkins Vocational Education Act 1984, *Job Training Partnership Act 1982, Texas

This manual was developed to help expedite the efforts of postsecondary vocational education and Job Training Partnership Act (JTPA) programs in developing comprehensive strategies, by joint planning, to serve the common targeted populations of the Carl D. Perkins Vocational Education Act of 1984 and JTPA. It is a supplement to "Navigating the Labyrinth: The Connection between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act." The manual is organized in six sections. The first section asserts the necessity for joint planning to serve the targeted population without duplication of effort and provides a glossary of terms. The second section discusses the barriers to coordination, linkage, and joint planning, and the third section reviews the planning process. The fourth and fifth sections explain the advantages of joint planning and plot strategies to achieve such planning. The final section describes coordination and linkage activities. Appendixes profile model programs in Texas and four programs in other states. (KC)

ED 330 776 CE 052 013
Two-Year Youth Training Schemes: An Evaluation of LEA Modular Programmes. No. 5.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-084-9
Pub Date—Oct 88
Note—9p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, Foreign Countries, Guidelines, *Job Training, Learning Modules, Postsecondary Education, *Program Evaluation, Program Improvement, Secondary Education, *Student Evaluation, *Youth Employment

Identifiers—*Great Britain, *Youth Training

Scheme

This bulletin looks in more detail at the attempt of several local education agencies in Great Britain to deliver a Youth Training Scheme (YTS) program based on modular training. The paper covers in detail effective program review, an integral part of the training program. Topics discussed include training programs (on- and off-the-job opportunities and trainee reviews); guidance and support; assessment and review; progression; effective program review; Mainframe response (review processes conducted by the Bedfordshire Youth Training Group, the Haringey Education Service Training Agency, and Sheffield Hallmark); implementation issues; and commentary. For each of these topics, explanations are given of the ideal way in which evaluation should be pursued, and examples of the actual ways in which they are being carried out are included. The report concludes with commentary that a wide variation was found in both practice and effectiveness of program review procedures; continued improvement in the process is recommended. (KC)

ED 330 777 CE 052 107
Technology Education Advancement for Maine and Scarborough (TEAMS). Final Report.

Scarborough School District, ME.
Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date—Mar 88
Note—270p.; Technology Curriculum Development Project.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Communications, Course Content, Course Descriptions, *Curriculum Development, Electronics, Energy, *Industrial Arts, *Integrated Curriculum, Middle Schools, Photography, Secondary Education, *Technology

The goal of this project was to develop, implement, and distribute a grade 6-12 technology curriculum that was integrated with science, mathematics, computer programming, English, social studies, and the arts. The development of course outlines and new course lesson plans and materials was the major component of the project. Following the project report proper are extensive appendixes that begin with technology education course listings for the 1985-86 and 1988-89 school years. Appendixes C and D are curriculum outlines for middle school technology education and for the course called Science and Technology. Materials and information in these outlines include purpose, structure, course content, and evaluation. Appendixes E and F contain materials for courses in publications writing, basic electronics, and basic digital electronics.

2 Document Resumes

Course summaries, course outlines, and sample course materials are provided. Appendix G is an outline for the photography unit of a course entitled Art Criticism/Photography. Appendices H-L are outlines for courses in surveying, communications technology, exploring technology, applied technology, and modified wood technology. In Appendix M are an outline for an energy-efficient residential design course and materials for a unit on "hot can" energy. Appendix N contains completed evaluation forms for units of the Principles of Technology program. (YLB)

ED 330 778 CE 052 526

Carsky, Mary L., Ed.

American Council on Consumer Interests Annual Conference (35th, Baltimore, Maryland, March 29-April 1, 1989). The Proceedings. American Council on Consumer Interests, Columbia, Mo.

Pub Date—89

Note—401p.

Available from—American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65221.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Computer Oriented Programs, "Consumer Economics, "Consumer Education, "Consumer Protection, Cooperative Education, Employment Qualifications, Females, Foreign Countries, Models, "Money Management, "Older Adults, Postsecondary Education, Secondary Education, Teacher Certification, Teaching Methods

Identifiers—Korea

Among the 90 papers in this volume, education-related titles are as follows: "The Colston Warne Legacy" (Peterson); "Keeping a File on Survey Respondents" (Huang); "Aging-in-Place: Are Responses in the Best Interest of Elderly Consumers?" (Stum); "Low-Income Elderly in Health Maintenance Organizations: Enrollment, Satisfaction, & Understanding" (Stum); "Consumer Education in Japan: The Current Situation" (Nakahara); "The Contribution of the European Commission to the Development of Consumer Education in EEC Countries" (Ryba); "The Challenges of Measuring Consumer Competence" (Makela); "Measuring Competence in Consumer Education" (McRee); "Information Search Behavior of Low-Income, Elderly Consumers" (Koonce); "Financial Counseling by Large Employers in Virginia" (Garman, Porter, McMillon); "Time Use in Dual-Earner Households" (Kolodinsky); "Estimated Effects of Higher Day Care Standards on the Price of Day Care" (Walden); "A Human Capital Model of Consumer Search" (Maynes); "A Consumerist Movement in Action: The Gay AIDS Movement, Health Care Consumption and Medical Science Policy" (Gould); "Setting the Research Agenda for the Global Village" (Kinsey); "Consumer Assisted Instruction—Teaching Strategies for Consumer Education and Personal Finance Software" (Dlabay); "Using Spreadsheets for Student Projects on Information Search" (Hanna); "Decision Making and Family Well Being: Assessments through Computer Assisted Financial Analysis" (Granovsky, Piernot); "Pre-Retiree's Retirement Decisions, Actions, and Plans: Factors which Influence Planners and Doers" (Dillman, Junk); "Can Education Empower Midlife and Older Women to Take Control of Their Financial Destiny?" (Foster, Holden); "Consumer Information: Where and When You Need It" (Miller, Ruberg); "Cooperative Education/Field Experiences for Consumer Affairs University Students" (Reagan); "Issues Programming: Is It Working for Extension?" (Schuchardt); "Consumer Education: Sharing a Model Program" (Dulmes); "Analysis of Consumer Information Provided to Student Loan by Student Financial Aid Offices" (Whan, Mammen); "The Dash to Certification and Licensure: Echo of the Lemmings?" (Painter); "Consumer Knowledge of Secondary School Students in Korea: Facts and Implications for Consumer Education Programs" (Jung); "Consumer Protection in Korea: Should Consumer Education Be Mandatory in Korea?" (Chung, Hafstrom); "Cross-Cultural Evaluations of Consumer Education: A Discussion" (Longstreth). (KC)

ED 330 779 CE 053 241

Ehringhaus, Michael, Ed. Stasz, Bird, Ed.

New Horizons in Adult Education. Volume 1, Number 1, Fall 1987.

Syracuse Univ., N.Y. School of Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—87

Note—16p.; For a related document, see CE 053 242.

Journal Cit—New Horizons in Adult Education; v1 n1 Fall 1987

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, "Citizen Participation, Community Development, Developing Nations, Foreign Countries, "Literacy Education, "National Programs, Revolution

Identifiers—Nicaragua

The print version of the first issue of an electronic journal, this document consists of an article by Samuel Simpson, Managua Regional Director of Adult Education in Nicaragua. Simpson's visit to the United States was sponsored by Pennsylvania State University, the University of Pittsburgh, Rutgers University, and the Syracuse University Kellogg Project. Topics covered include the following: (1) the scene in Nicaragua, including the necessity of continuing educational work within the context of war and economic subsistence; (2) the National Literacy Crusade conducted in 1980, during which the illiteracy rate dropped from over 50 percent to under 13 percent in 5 months; (3) the organization of the adult education program; (4) program revision since 1985; (5) current educational problems and what is being done to overcome them, including "mini-crusades" that operate at the local level and the use of a wooden mimeograph process (similar to the silk screen process) to produce basic education materials; and (6) future plans. The document includes a list of five sources of supplemental reading in English and five in Spanish. Information on joining AEDNET, the electronic mail network through which "New Horizons" is accessed, concludes the document. (CML)

ED 330 780 CE 053 242

Ehringhaus, Michael, Ed. Stasz, Bird, Ed.

New Horizons in Adult Education. Volume 2.

Syracuse Univ., N.Y. School of Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—88

Note—73p.; For a related document, see CE 053 241.

Journal Cit—New Horizons in Adult Education; v2 Spr-Fall 1988

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Development, Adult Education, Databases, "Educational Environment, Educational History, Females, "Feminism, Information Retrieval, Literacy, Literacy Education, "Metaphors, Physical Environment, "Propaganda, Research Methodology, "Values Education, Womens Studies, "Writing for Publication

Identifiers—Carnegie Corporation, Nicaragua, Tanzania

This document consists of the print version of the spring and fall 1988 issues of an electronic journal; each of the issues contains three conventional articles and an exploratory "forum" article. In the spring issue, the articles and authors are "Propaganda and Adult Education" by Richard J. Novak (12 references); "The Informing of Adult Education by Adult Development" by Nancy E. Hagan (17 references); "Procedures for Writers in the Field of Adult Education: How to Make Your Writings More Consistently Accessible within Computerized Information Databases" by Judith Gwinn Adrian (13 references); and "Feminist Methodology: A New Way of Knowing" by Carolyn Chase (12 references). In the fall issue, the articles and authors are "Into Terra Incognita: Considerations on the 'Timeliness' and 'Importance' of the Carnegie Corporation's Early Involvement in Adult Education" by Michael Law (24 references); "Women and Literacy in Tanzania" by Sharon Cramer Bell (11 references); "Physical Learning Environments: Why Be Concerned?" by Rodney Fulton (12 references); and "Introducing Metaphors of Chaos to Adult Education" by Robert Domagugue (6 references). Information on joining AEDNET, the electronic mail network through which "New Horizons" is ac-

cessed, concludes the document. (CML)

ED 330 781 CE 053 871

Midwest Research-to-Practice Conference in Adult, Continuing and Community Education

(8th, St. Louis, Missouri, October 12-13, 1989). Missouri Univ., St. Louis. Univ. Extension - East Central Region.

Pub Date—Oct 89

Note—198p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, "Adult Learning, Cognitive Style, "Continuing Education, Correctional Education, "Educational Research, Educational Technology, Extension Education, External Degree Programs, Learning Theories, Metacognition, Motivation, Needs Assessment, Nursing Education, Older Adults, Program Development, Retraining, Single Sex Colleges, Student Evaluation of Teacher Performance, Student Participation, Teaching Methods, "Theory Practice Relationship, Volunteer Training

Thirty-one papers are included in this compilation: "Learning as a Part of Political Campaigning" (Boggs); "Life Review among Senior Citizens as Product of Drama" (Boggs, Leptak); "The Knowing/Doing Dilemma" (Bodrey, Felstehausen); "Facilitating Individuation in the Adult Learning Group" (Dirks); "The Fourth R: Relationships in the Adult Basic Education Classroom" (Dirks, Spurgin); "Effects of Instruction in Metacognitive Skills on the Adult Learner" (Dixon); "Methodology of Base Christian Communities" (Emge); "Use of the Lens Model to Describe How Directors of University-Based Continuing Nursing Education Programs Make Decisions Concerning Programmatic Offerings" (Farrar); "Literacy among Noninstitutionalized Older Adults" (Fisher); "Comparison of the Effectiveness of Lecture, Case Study and Video Tape as Inservice Police Training Methods" (Goddard); "Identifying Appropriate Adult Educator Practices" (Henschke); "Use of Appropriate Learning Techniques for Teaching Adult Residents in a Correctional Setting" (Henschke, Perry); "Effects of Educational Orientation and Psychological Type of University Faculty on Adult Learner Satisfaction" (Hynes); "May 7 Cadre School" (Lan); "Media Selection Model and Pre-adoption Evaluation Instrument for Distance Education Media" (Lane); "Women's College Alumnae of an External Degree Program" (Littrell); "External Evaluation: Balancing Humanistic Philosophy with Behavioristic Methodology" (Mason, Kersten); "Hans-Georg Gadamer and Tradition" (McKenzie); "Characteristics and Implications for Effective Orientation and Training of New Extension Field Staff" (Nolting, Broz); "Modeling Continuing Professional Education" (Oaklie); "Intentional Culture Change by Managers within an Organization: A Multiple Case Study Analysis" (O'Neill); "Needs Analysis Conducted for the Service Training Department of Cummins Engine Company, Inc." (Paine); "Examination of Learning Styles of County Officials" (Peterson); "Relationships among Preference for Educational Structure, Self-Directed Learning, Instructional Methods, and Achievement" (Russell); "Traditional and Reentry Women Nursing Majors: Motivational Factors, Vocational Personalities, Barriers and Enablers to Participation" (Scott, Murk); "Technology: A Stimulus to Policy Development in Adult and Continuing Education" (Sexton); "Research in Adult and Continuing Education" (Snoddy, Levine); "A Model for Utilizing Applied Business Research in a University Continuing Education/Extension Program" (Spikes); "Adult Education as a Discipline in the University" (Weinstock); "Learning Opportunities for Volunteers: The Relationship of Learning Styles to Participation" (Wiederhoeft); and "Motivation as Patterns of Interactive Factors" (Wood, Wood). (CML)

ED 330 782 CE 055 329

Solorzano, Ronald

Analysis of Learner Progress from the First Reporting Cycle of the CALPEP Field Test. A Report to the California State Librarian.

Educational Testing Service, Pasadena, CA. Spons Agency—California State Library, Sacramento.

Pub Date—15 Feb 89

Note—61p.; For related documents, see CE 055 330-331.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Adult Basic Education, *Adult Literacy, *Literacy Education, Participant Satisfaction, *Program Effectiveness, Program Evaluation, Reading Habits, Reading Skills, *Skill Development, *Student Improvement, Tutoring, Writing Skills

Identifiers—*California Literacy Campaign

A project determined the impact of the California Literacy Campaign (CLC) on its learners. Researchers used information from two California Adult Learner Progress Evaluation Process (CALPEP) forms: Where We Started (WWS) and a Semiannual Report (SR). The study focused on new adult learners served by the CLC for the first time between July and December 1988. Reading and writing habits of adults enrolled in the program were assessed using WWS. In December, all adults who had been receiving tutoring for three or more months completed a SR, which provided follow-up data on their reading and writing activities. Initial data were received on 733 adult learners. By December, 354 had been in the program for 3 or more months and provided follow-up data on the SR; 379 did not complete SRs. The two groups were analyzed separately. Changes in reading and writing outcomes were computed for all adults with matched data. Separate analyses were conducted for those who had participated in the program for 3, 4, and 5 months. Initial data described adult learners with limited reading and writing skills. They wrote less than they read and found writing more difficult. The vast majority either maintained or improved reading and writing habits and skills. As the amount of tutoring time increased, so did the impact of the program. Gains in writing were less dramatic than gains in reading. (Instruments are appended. The document includes 16 figures, 15 tables, and 3 references.) (YLB)

ED 330 783

CE 055 330

Solorzano, Ronald

Analysis of Learner Progress from the Second Reporting Cycle of the CALPEP Field Test. A Report to the California State Librarian.

Educational Testing Service, Pasadena, CA.

Spons Agency—California State Library, Sacramento.

Pub Date—11 Oct 89

Note—51p.; For related documents, see CE 055 329-331.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Adult Basic Education, *Adult Literacy, *Literacy Education, Participant Satisfaction, *Program Effectiveness, Program Evaluation, Reading Habits, Reading Skills, *Skill Development, *Student Improvement, Tutoring, Writing Skills

Identifiers—*California Literacy Campaign

A study determined the impact the California Literacy Campaign (CLC) was having on adult learners based on changes in the California Adult Learner Progress Evaluation Process (CALPEP) learner progress forms. The two California Adult Learner Progress Evaluation Process (CALPEP) forms analyzed were: Where We Started, completed by learner and tutor and returned to the CLC program office by the third tutoring session; and Semiannual/Exit Tutor Report, completed after 6 months. Results indicated that at least 75 percent of the learners read as much or more than initially reported and over 85 percent reported their writing frequency either remained the same or increased. Larger percentages reached reading as opposed to writing goals. Data showed that over time, a greater percentage of learners reported increases in reading and writing levels. Larger percentages perceived their reading and writing abilities to be increasing over longer intervals. A majority of learners reported that the CLC program had a positive effect on their employment status by helping them obtain a job or improving their present positions at work. The two major reasons for leaving were "moved" or "referred to other programs"; no learners reported unhappiness with the program out of 700 respondents. Recommendations fell into two categories: reporting program information to the California State Library and management of CALPEP forms. (Instruments are appended. The document includes 15 figures and 4 references.) (YLB)

ED 330 784

CE 055 331

RIE SEP 1991

Solorzano, Ronald

California Adult Learner Progress Evaluation Process (CALPEP). California Literacy Campaign (CLC).

Pub Date—8 Sep 88

Note—10p.; Paper presented at the National Adult Literacy Symposium (Washington, DC, September 8, 1988). For related documents, see CE 055 329-330.

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adult Basic Education, *Adult Literacy, Adult Programs, *Literacy Education, *Measures (Individuals), Program Development, Program Implementation, Reading Habits, Reading Skills, Skill Development, *Student Evaluation, Student Improvement, Test Construction, Tutoring, Writing Skills

Identifiers—*California Literacy Campaign

The California Literacy Campaign (CLC) is a statewide, community-oriented, library-based adult literacy program initiated by the California State Library in 1984. A key feature is the latitude given individual sites for developing literacy services to meet the needs of the local population. Two evaluations suggested that current learner progress assessment mechanisms were inadequate and the lack of common procedures limited the information's usefulness at the state level. The Educational Testing Service developed a process to evaluate adult learner progress for CLC literacy programs, called the California Adult Learner Progress Evaluation Process (CALPEP). It evaluates learner progress by examining changes in the learner's reading and writing habits/abilities. CALPEP measures these areas: changes in reading and writing habits; changes in reading and writing levels; progress toward attaining reading and writing goals; changes in learners' perceptions of reading and writing progress; change in work status; and reasons for leaving program. These outcome dimensions are examined initially upon program entrance and every 6 months thereafter. CLC has been successful because of student motivation incorporated into program design. Another important aspect of the program is setting learner goals. CALPEP is in its first field-test year. Data will be gathered to determine its impact on CLC and the need for changes. (YLB)

ED 330 785

CE 055 463

Knowing Your Rights. Check Out the Facts before You Check into the Hospital. Medicare's Prospective Payment System.

American Association of Retired Persons, Washington, D.C.

Pub Date—May 88

Note—21p.; Document contains colored paper and type.

Available from—American Association of Retired Persons (AARP), Fulfillment, 1909 K Street, NW, Washington, DC 20049 (stock no. D12330).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consumer Education, *Eligibility, *Health Care Costs, *Health Insurance, *Hospitals, Medical Services, Older Adults, *Patient Education, Physician Patient Relationship, Social Services

Identifiers—*Medicare, Peer Review Organizations, *Prospective Payment System

This consumer education document is intended to provide a complete description of Medicare's Prospective Payment System (PPS) for hospitals from the consumer's point of view and to provide basic information on how consumers can protect their rights to appropriate hospital care under Medicare. The first section describes the PPS and also explains how the Federal Government knows what a hospital stay is worth. The second section explains how the PPS may affect hospital care, answering questions regarding whether PPS applies to doctors' fees, whether PPS changes the care from physicians, how PPS affects hospital costs and Medicare benefits, and whether Medicare covers prepaid health plans. The third section addresses how patients can protect their right to the kind of care they need and the insurance coverage they deserve. It explains where patients can get help if they feel they have been treated unfairly, the responsibilities of a PRO (Peer Review Organization), what can be done when patients are told that Medicare will not cover their stay, what patients can do to avoid being discharged too early, what can be done if a PRO's decision is not in the patient's favor, and the type of PRO re-

views that can be conducted after the patient is discharged. The next section gives examples of beneficiary discharge appeal rights. The document concludes with the name, address, and phone number of the PRO in each state and a patient checklist regarding the rights of hospital patients under Medicare. (CML)

ED 330 786

CE 055 464

Nursing Home Life: A Guide for Residents and Families.

American Association of Retired Persons, Washington, D.C.

Pub Date—87

Note—57p.; Document contains colored paper. A Publication of the Health Advocacy Services Program Department.

Available from—American Association of Retired Persons (AARP), Fulfillment, 1909 K Street, NW, Washington, DC 20049 (stock no. D13063).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aging (Individuals), *Consumer Education, Elder Abuse, Eligibility, Federal Regulation, Guides, Long Term Care, Medical Services, *Nursing Homes, *Older Adults, Personal Care Homes, *Residential Care

This guide represents part of AARP's comprehensive consumer education effort in the area of long-term care. The purpose of the guide is to provide information for consumers as they look for a nursing home, arrange for admission, and adjust to life in the home after admission. Section 1 introduces the guide. Section 2 describes how to assess needs, including the payment for nursing home care. Section 3 discusses admissions. Section 4 discusses entering and adjusting to nursing home life. Structure, services, and staff are described in section 5. Section 6 describe getting what an individual needs in a nursing home, including the use of an ombudsman or the state licensing and certification office. Section 7 discusses issues of poor care or abuse. Appendix A provides a checklist for selecting a nursing home, including sections on location; general physical characteristics; attitudes and atmosphere; safety; medical, dental, nursing, and dietary services; pharmaceutical services; food services; social services and resident activities; residents' rooms; transportation; and financial considerations. Appendix B provides the nursing home residents' bill of rights as determined by federal legislation. Appendix C describes nursing home staff required by federal regulations. Appendix D lists addresses and telephone numbers for the National Association of State Units on Aging. Appendix E lists addresses and telephone numbers for state long-term care ombudsman offices. Appendix F lists addresses and telephone numbers for state agencies on licensing and certifications. Appendix G lists 11 publications and 5 organizations as resources. (CML)

ED 330 787

CE 055 634

Ziegahn, Linda Black, Karen

Plan for Competency Based Adult Education (CBAE) in Montana.

Montana State Univ., Bozeman.

Spons Agency—Montana State Dept. of Public Instruction, Helena. Div. of Adult Education.

Pub Date—Jul 88

Note—13p.; Appendix C has been deleted by the authors.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Competence, *Competency Based Education, Educational Planning, Guidelines, *Models, Program Development, *Statewide Planning

Identifiers—*Montana

This document describes a project conducted to develop an approach to competency-based adult education (CBAE) for Montana adult basic education (ABE) programs. As effort continued on the project, a series of competencies related to adult student outcomes in the areas of reading, mathematics, and language arts were developed. The processes involved in developing the model for implementation included a literature review of CBAE research, a critique of the proposed process from educators outside the State of Montana, and a workshop session to involve practitioners from various settings throughout the state, out of which was derived the revised model and a listing of preliminary competencies. This document presents the preliminary model for CBAE in ABE classrooms. It also includes a partial list of competencies viewed as important by adult education practitioners and a

4 Document Resumes

proposal for statewide implementation of CBAE. Seventeen references are included. (KC)

ED 330 788 CE 055 713

A Literate Louisiana. The Key to Economic Recovery and Future Growth.

Louisiana State Literacy Task Force, Baton Rouge. Pub Date—[90]

Note—85p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, Correctional Education, Educational Improvement, Functional Literacy, Information Dissemination, *Literacy Education, *State Programs, *Statewide Planning

Identifiers—Louisiana

This report on what can and should be done to raise the literacy rate in Louisiana recommends that: (1) a state literacy office be established under the office of the governor to coordinate and facilitate the state's literacy programs; (2) a standard operational definition of literacy be established; (3) a Louisiana Literacy Foundation be established to promote the growth of literacy through fund-raising; and (4) that current educational reform initiatives be continued and coordinated closely with Louisiana's literacy initiative. Following an introduction, the document contains sections on the Louisiana Literacy Task Force and on the task force's findings and recommendations. The appendices (two-thirds of the document) contain reports from the state committees on the following areas of concern: the present status of literacy in Louisiana; government; economic development; finance; literacy in correctional institutions; and public awareness/marketing. A 64-item bibliography lists state plans, publications, and resource organizations. (CML)

ED 330 789 CE 056 066

Crocker, M. Judith, Ed. And Others

Family Literacy Project. Learning Centers for Parents and Children. A Resource Guide.

Cleveland Public Schools, Ohio. Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date—89

Note—106p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Curriculum Development, English (Second Language), *Intergenerational Programs, *Literacy Education, Parent Child Relationship, *Parent Education, *Parenting Skills, *Program Development, Program Guides, Program Implementation, Resource Centers

Identifiers—Ohio (Cleveland)

This guide is intended to help adult education programs establish family literacy programs and create Family Learning Centers in Cleveland Public Schools. The information should assist program coordinators in developing educational components that offer activities to raise the self-esteem of the parents and provide them with the knowledge and basic skills needed to foster educational excellence in their children. Part I describes the cooperating programs—the Adult Basic Education/General Educational Development program and the Family Life program. Part II discusses the Family Literacy Project and its components. It describes the four implementation sites and the structure of the Family Learning Centers at these sites (Alfred A. Benesch Elementary School, Anthony Wayne Elementary School, Central Neighborhood Opportunity Center, and the West Side Mental Health Center). Staff development activities are addressed. Part III presents final reports and recommendations. Program objectives and accomplishments are listed. A final statistical report and parent behavior report are included. Recommendations address the need for marketing, good teachers, a well-organized curriculum, teacher preservice and inservice training, and ongoing evaluation. Appendixes, amounting to over two-thirds of the guide, include an overview of the Brownish interactional approach/system for working with parents and children; case study reports; sample lesson plans with objectives, method of presentation, materials, learning outcomes, and handouts; and a list of curriculum resources. (YLB)

ED 330 790 CE 056 161

International Consultation on Needs, Programmes and Methods of Training of Adult Educators

(Budapest, Hungary, November 17-21, 1986).

Final Report. Part One - Consultation Internationale sur les Besoins, Programmes et Methodes de Formation d'Educateurs d'Adultes. Rapport Final. Partie 1.

Hungarian National Centre for Educational Technology, Budapest; Hungarian National Commission for UNESCO, Budapest; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—Feb 87

Note—75p.

Language—English; French

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Adult Educators, *Educational Needs, Foreign Countries, *Teacher Education

These proceedings begin with general information, including objectives and brief discussions of background papers and participants. The proceedings themselves are summarized. They cover the opening session, election of the chair, adoption of the agenda, and the presentation and discussion of the background paper that focused on setting up adult education structures to meet needs of society and individuals. The summary of the discussions addresses these topics: (1) transformation of the concept and objectives of adult education in view of new demands and needs; (2) new forms and methods of adult education; (3) target groups of adult education; (4) theoreticians and decision-makers in adult education; (5) adult education workers in the field of vocational training, further training, and retraining; (6) adult education workers in the fields of culture/arts, environment, hobbies, leisure, and the dissemination of knowledge; (7) workers responsible for political/civic, youth, trade union, and community education; (8) innovation and experiments in training of adult educators; (9) international cooperation; and (10) tasks of educational authorities and institutions, political parties, trade unions, employers' and professional associations, and religious and mass organizations. Recommendations are provided, followed by these appendices: agenda; list of background papers; list of participants; and the two opening addresses (by Ivan Vitanyi and Habib Mobarik). (Both English and French language versions are included.) (YLB)

ED 330 791 CE 056 174

Developing Effective JTPA Performance Standards Incentive Policies: A Technical Assistance Guide.

Berkeley Planning Associates, Calif.; SRI International, Menlo Park, Calif.

Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.

Report No.—SRI-RR-89-07

Pub Date—Mar 90

Note—71p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Employment Programs, Federal Aid, *Federal Programs, *Incentive Grants, Incentives, *Job Training, Models, Performance, Postsecondary Education, Program Implementation, *Program Improvement, Public Policy, Standards, *State Programs

Identifiers—*Job Training Partnership Act 1982

This technical assistance guide was developed to help state policy makers develop performance-standard incentive policies that are effective tools in accomplishing state and federal goals for Job Training Partnership Act (JTPA) programs. The guide is organized in three sections. The first section introduces incentive policies as tools to further state and federal JTPA goals, summarizes the federal goals for JTPA, and highlights policy mechanisms available to states to guide the JTPA program. It concludes with a summary of principles that should be followed in designing effective incentive policies. The second section presents a guide to developing incentive policies that address the key questions within each of the four basic elements of incentive policies (emphasizing different outcomes, qualifying for incentive awards, calculating incentive awards, and conditions placed on incentive funds). The third section presents examples of how some states have chosen among these options to develop incentive policies to further JTPA program goals and priorities. Examples from Georgia, New York, Pennsylvania, Kentucky, and Colorado show how a coherent set of program objectives underlies the development of incentive policies in these states and

how the design elements described in section 2 can work together. The purpose of the section is to help states develop incentive policies appropriate to their own policy objectives. An appendix provides a weighting procedure to treat standards equally in a composite measure of performance. (KC)

ED 330 792 CE 056 408

Crew, Edith Easton, Peter

Identifying the Training Needs of Florida's Adult Literacy Leadership: Principal Findings of the Study. Adult Literacy Leadership Project. Volume I.

Florida State Univ., Tallahassee. Center for Policy Studies in Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—Jun 90

Note—85p.; For related documents, see CE 056 409-410.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Educators, *Adult Literacy, Educational Needs, *Inservice Teacher Education, *Leadership Training, Needs Assessment, *Professional Development, Training Methods, Training Objectives

Identifiers—Florida

Though increasing attention has been focused on overcoming basic and functional illiteracy, little attention has been paid to adult literacy educators' professional development. A study identified the education and training needs of Florida's literacy leadership. Instructor and administrator surveys were sent to all agencies receiving funding from the Florida Department of Education; 64 instructors and 63 administrators responded. In addition, 14 of 25 literacy consultants returned surveys, and extended interviews were conducted with more than 20 experienced literacy educators. Information was collected and analyzed on five related topics: (1) status of Florida's adult literacy; (2) practice in other states regarding literacy leadership training; (3) professional and academic literature on leadership training; (4) training needs for Florida providers; and (5) insights of veteran observers of literacy programming. Four recommendations were formulated: (1) renew the Department of Education's commitment to the training and professional development of Florida's literacy personnel; (2) devise a model for design and delivery of critical forms of training; (3) increase incentives for continuing education relevant to literacy; and (4) conduct focus groups at regional and local sites. The survey instruments are included in the appendices. (NLA)

ED 330 793 CE 056 409

Crew, Edith Easton, Peter

Adult Literacy Leadership Project. Volume II. Background Research Papers.

Florida State Univ., Tallahassee. Center for Policy Studies in Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—Jun 90

Note—43p.; For related documents, see CE 056 408-410.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Educators, *Adult Literacy, Educational Needs, *Inservice Teacher Education, *Leadership Training, Needs Assessment, *Professional Development, Training Methods, Training Objectives

Identifiers—Florida

This document is the second volume of the Adult Literacy Leadership Project, an effort to identify the educational and training needs of Florida's literacy personnel—instructors, administrators, and advisors. This volume contains three background research papers on topics related to the theme of the study used in preparing its analysis and recommendations. Section A contains a paper on "Challenge and Hope for Adult Literacy in Florida: Perspectives for the Year 2000," which examines the current literacy situation in the state. Section B conveys current practices in needs assessment and training strategies in states whose demographic profiles and socioeconomic characteristics closely approximate those of Florida. Virginia, Texas, Arkansas, California, and North Carolina are featured in this section. Section B also

discusses implications for adult leadership development in Florida. Section C reviews current literature that relates to leadership development in adult education settings and provides future training strategies. (NLA)

ED 330 794 CE 056 410

Crew, Edith Easton, Peter

Effective Strategies for Combatting Adult Illiteracy. Annotated Bibliography. Adult Literacy Leadership Project. Volume III.

Florida State Univ., Tallahassee. Center for Policy Studies in Education.
Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—Jun 90

Note—19p.; For related documents, see CE 056 408-409.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Educators, *Adult Literacy, Change Strategies, Educational Needs, English (Second Language), Functional Literacy, *Inservice Teacher Education, Intelligence, *Leadership Training, Learning Problems, Needs Assessment, *Professional Development, Reading Comprehension, Rural Areas, Teaching Methods, Training Objectives, Volunteers

Identifiers—*Florida

This document is the third volume of the Adult Literacy Leadership Project, an effort to identify the educational and training needs of Florida's literacy personnel—instructors, administrators, and advisors. Volume three contains an annotated bibliography on effective strategies for combatting adult illiteracy. The bibliography covers the following subjects: (1) definitions of functional literacy; (2) adult literacy change strategies; (3) adult literacy plan—Arkansas; (4) adult literacy plan—Virginia; (5) adult literacy centers; (6) adult literacy—volunteerism; (7) adult literacy—rural settings; (8) Project Literacy United States (PLUS); (9) adult literacy and newspapers; (10) evaluation of adult intelligence; (11) evaluation of adult learning difficulties; (12) teaching strategies for beginning adult readers; (13) language experience approach for adults; (14) teaching strategies for writing to beginning adult readers; (15) adult literacy—English as a second language; and (16) adult literacy and employment. Each of the 30 listings contains the Educational Resources Information Center (ERIC) document accession number, the author, the title, the year published, the type of document, and an abstract. (NLA)

ED 330 795 CE 056 748

West Hills College Cooperative Training Network.

Final Performance and Financial Status Report.

West Hills Community Coll., Coalinga, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—28 Sep 90

Contract—V199A90155

Note—170p.; For a related workbook, see CE 056 749.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Programs, Community Colleges, Competency Based Education, *Cooperative Programs, Curriculum Development, Disadvantaged, *Driver Education, Females, Job Skills, *Job Training, Minority Groups, Motor Vehicles, Nontraditional Occupations, Outcomes of Education, Program Development, Program Effectiveness, Program Implementation, *School Business Relationship, *Student Recruitment, Transportation, Two Year Colleges, Vocational Education

Identifiers—*Partnerships in Education, *Truck Drivers

A cooperative training network was developed by West Hills Community College (Coalinga, California), in conjunction with government agencies/private businesses, to train students in truck driving skills. Emphasis was placed on training women, members of minority groups, and disadvantaged persons. During the project, an advisory council was established with business and industry representatives, the curriculum for the truck driving program was redesigned to include a competency-based format and driving recommendations set by the Professional Truck Driving Institute of America, government/industry partners were recruited and cross-trained at workshops, approximately 80 stu-

dents were trained, and the program was evaluated. Program evaluation showed that the program was very successful in meeting its objectives, except that it fell short in recruiting the number of minority group students (30 percent) and females, handicapped, and otherwise disadvantaged students (30 percent) specified by the project proposal. (This document includes a program evaluation report, baseline management and operational plans, evaluation forms, a newsletter and promotional materials, course information and participant evaluations, partnership agreements, intake instruments, job placement forms, industry survey, sample quarterly report, and administrative information.) (KC)

ED 330 796 CE 056 749

West Hills College Cooperative Training Network.

Truck Driving Program. Dissemination Workbook.

West Hills Community Coll., Coalinga, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—90

Contract—V199A90155

Note—98p.; For a related report, see CE 056 748.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Programs, Community Colleges, Competency Based Education, *Cooperative Programs, Course Content, Curriculum Development, Curriculum Guides, Disadvantaged, *Driver Education, Females, Job Skills, *Job Training, Minority Groups, Motor Vehicles, Nontraditional Occupations, Outcomes of Education, *Program Development, *School Business Relationship, Student Recruitment, Transportation, Two Year Colleges, Units of Study, Vocational Education

Identifiers—Partnerships in Education, *Truck Drivers

A cooperative training network was developed by West Hills Community College (Coalinga, California) in conjunction with government agencies/private businesses to train students in truck driving skills. Emphasis was placed on training women, members of minority groups, and disadvantaged persons. During the project, an advisory council was established with business and industry representatives, the curriculum for the truck driving program was redesigned to include a competency-based format and driving recommendations set by the Professional Truck Driving Institute of America, government/industry partners were recruited and cross-trained at workshops, approximately 80 students were trained, and the program was evaluated. (This document summarizes the program and provides a curriculum guide, course syllabus, course outline, operational instruction and training information, information on trucks and equipment, information on California driving test requirements, program form, and project newsletters.) (KC)

ED 330 797 CE 057 333

Integrating Basic Skills in the Workplace: From Policy to Practice. A Seminar of the National Governors' Association's State Literacy Exchange. Background Paper.

Center for Remediation Design, Washington, DC.
Spons Agency—National Governors' Association, Washington, DC.

Pub Date—90

Note—37p.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Literacy, *Basic Skills, *Educational Policy, *Education Work Relationship, Employment Patterns, Job Training, Labor Force, Literacy Education, Policy Formation, Public Policy, *Skill Development

Identifiers—*Workplace Literacy

This paper provides background information for a seminar discussion about basic skills integration in the workplace. It is intended to frame major policy questions for participants. The chief mission of the seminar's sponsoring organization is to develop a common framework among public agencies, private employers, and unions to discuss policies that will improve practice; hence the seminar will examine how to improve program design, assessment, curriculum, and performance objectives. The nine issues specifically raised for discussion are the following: skills needed in the workplace, training adults for the workplace, designing programs to improve workplace skills, knowing what skills workers pos-

sess, strategies for instruction for workplace skills, transferability of basic skills, the situation as it exists today, developing accountability across systems, and key issues for states (state policy issues, improving the knowledge base, priority research issues). Each of the nine issues is reviewed in a separate section, and each section concludes with a set of discussion questions relevant to that issue. Thirty-two references are included in the paper. (KC)

ED 330 798 CE 057 343

Finch, Curtis R. And Others

Leadership Behaviors of Successful Vocational Education Administrators.

National Center for Research in Vocational Education, Berkeley, CA.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Mar 91

Contract—V051A80004-89

Note—119p.; For a related document, see ED 325 645.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-097: \$6.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Effectiveness, Higher Education, Interviews, Leadership, *Leadership Qualities, National Surveys, Secondary Education, *Success, *Vocational Directors, Vocational Education

The first part of a research effort to examine the utility of a leadership model (Moss and Liang 1990) identified leadership attributes needed by successful vocational administrators. In a follow-up to this research, state-level administrators in seven states were interviewed to nominate successful administrators. The top "ranked" administrators were interviewed, and each named six instructors. Thirty-nine administrators and 78 instructors were interviewed (in pursuance of the goal of interviewing 2 instructors working for each local administrator). Researchers used computer software called The Ethnograph to code, group, code again, and regroup information according to categories, attributes, and contexts. A coding system was established as a formal guide for interview analysis. Each interviewee described events in which an administrator was particularly effective. Administrators described an event in which, in hindsight, they would have altered their behavior. Of the 14 items generated, number 4, "implementing a self-selected change or improvement," was discussed by the highest number of interviewees. After behaviors from 272 event write-ups were coded, behavior statement texts were aggregated by individual code and analyzed to determine the extent to which they described potential leadership attribute statements. The remainder of the report discusses leadership behaviors in relation to the following seven attribute clusters: physical, intellectual, personal, ethical, human relations, management, and cognitive. (Thirty-one references are listed. Appendixes include a breakdown of the Moss and Liang Leader Attributes, interview schedules, and sample event write-up.) (YLB)

ED 330 799 CE 057 389

Puwastarat, John And Others

Interim Report to the Wisconsin Legislature on the WEJT/CWEP Evaluation.

Wisconsin Univ., Milwaukee, Employment & Training Inst.

Pub Date—Jan 91

Note—149p.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*County Programs, Economic Progress, *Employment Programs, Employment Statistics, Financial Support, Labor Turnover, Poverty Programs, State Federal Aid, *Welfare Recipients, *Welfare Services, *Work Experience Programs

Identifiers—*Aid to Families with Dependent Children, Community Work Experience Program, *Wisconsin

This report consists of tabulations by county for the entire 1987 and 1988 population receiving Aid to Families with Dependent Children (AFDC) and the entire population in the Work Experience and Job Training (WEJT) and Community Work Experience (CWEP) programs in Wisconsin. The tables

include a complete history of all reported earnings data for eight quarters beginning with the adult population on AFDC in 1987-1988. The report also includes a detailed description of both the WEJT and CWEP experience in 1987-1988, and traces the experience of programs that have expanded from an estimated \$7 million in 1987 to an estimated \$40-50 million in 1989-1990. Fourth quarter earnings are used as a benchmark of progress throughout this report. Measures of program impact include job retention, average wages, overall economic well-being, and welfare savings that result from participants finding long-term employment. Appendix A lists 1987-1989 WEJT county summaries and descriptions, and Appendix B includes tables and background information. (NLA)

ED 330 800 CE 057 403

The 1991 Agenda for the National Center for Research in Vocational Education.
National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 91

Contract—V051A80004-91

Note—48p.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-030: free).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Delivery Systems, *Demonstration Programs, Educational Administration, Educational Development, Educational Policy, *Educational Research, Federal Programs, Futures (of Society), National Programs, Planning, Postsecondary Education, Research Needs, *Research Projects, Secondary Education, Special Needs Students, *Vocational Education Identifiers—*National Center for Research Vocational Education

This agenda document begins with the mission statement for the National Center for Research in Vocational Education (NCRVE), a statement which briefly discusses the four objectives around which the research and service agendas of NCRVE have been organized. Part 1 of the document, contains descriptions of research projects that will be conducted. They are categorized into the six issue areas into which NCRVE's research agenda is divided. The areas are: (1) context, goals, planning, and evaluation; (2) curriculum and instructional methods; (3) vocational education for special populations; (4) the development of personnel in vocational education; (5) the delivery system of vocational education and training; and (6) governance and policy. Each description provides the title, project directors, keywords, and summary, including projected products. Part 2 discusses the service functions for vocational educators and policymakers mandated by the Carl D. Perkins Vocational Education Act. It contains descriptions of eight service activities that will be undertaken. Descriptions provide title, project directors, keywords, and summary. An index to keywords is appended. (YLB)

ED 330 801 CE 057 452

Agricultural Education Science Activity—Nos. AS

1-4.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Pub Date—90

Note—17p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, *Animal Husbandry, Biology, *Classroom Techniques, *Cytology, Higher Education, Horticulture, *Integrated Curriculum, Learning Activities, Lesson Plans, Plant Growth, Plants (Botany), *Science Activities, Science Experiments, Science Instruction, Secondary Education, Teaching Methods, Vocational Education, Zoology

This packet contains four science learning activities on the subject of animal science that can be used in agricultural education courses. The activities cover these topics: (1) identifying internal parasites in domestic livestock; (2) the effect of feed preparation on feed palatability and consumption; (3) determining the absorption abilities of agricultural bedding materials; and (4) comparing and contrasting plant and animal cells. The lesson plans for the activities consist of the following elements: agricultural subjects and science principles included in the lesson, agricultural applications, student objectives, activity length, intended group size, vocabulary terms, materials required, instructional strategies and procedures (overview and results), key questions, and evaluation. One to three references are given for each activity, and a data record and observation sheet are included. (KC)

mining the absorption abilities of agricultural bedding materials; and (4) comparing and contrasting plant and animal cells. The lesson plans for the activities consist of the following elements: agricultural subjects and science principles included in the lesson, agricultural applications, student objectives, activity length, intended group size, vocabulary terms, materials required, instructional strategies and procedures (overview and results), key questions, and evaluation. One to three references are given for each activity, and a data record and observation sheet are included. (KC)

ED 330 802 CE 057 453

Agricultural Education Science Activity—Nos.

GGB 1-2.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Pub Date—90

Note—9p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, Classroom Techniques, *Genetics, Higher Education, *Integrated Curriculum, Learning Activities, Lesson Plans, *Science Activities, Science Experiments, *Science Instruction, Secondary Education, Teaching Methods, Vocational Education Identifiers—Ethanol, *Solvents

This packet contains two science learning activities that can be used in agricultural education courses. The first activity, "Using Ethanol as a Solvent," is intended to help students describe the characteristics of a solvent, to enhance student observational skills dealing with physical changes, and to demonstrate the acid or alkaline nature of materials. The second activity, "Determining Color Trait Dominance," is intended to help students determine the coat colors resulting from several pairings of genetically different mice. The lesson plans for the activities consist of the following elements: agricultural subjects and science principles included in the lesson, agricultural applications, student objectives, activity length, group size, vocabulary, materials required, instructional strategies and procedures (overview and results), key questions, and evaluation. One or two references are given for each activity, and each includes a data record and observation sheet. (KC)

ED 330 803 CE 057 454

Agricultural Education Science Activity—Nos.

AEM 1-4.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Pub Date—90

Note—18p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Engineering, Classroom Techniques, *Fluid Mechanics, Higher Education, *Integrated Curriculum, Learning Activities, Lesson Plans, *Pressure (Physics), *Science Activities, Science Experiments, Science Instruction, Secondary Education, Teaching Methods, Vocational Education Identifiers—Fasteners (Machinery), Friction, Fusion

This packet contains four science learning activities that can be used in agricultural education courses. The activities cover these topics: (1) determining the effect of air pressure on fluid flow; (2) how lubrication and oil viscosity affect friction; (3) determining relative strengths of wood fasteners; and (4) determining the effects of melting and freezing and their relationship to fusion welding. The lesson plans for the activities consist of the following elements: agricultural subjects and science principles included in the lesson, agricultural applications, student objectives, activity length, group size, vocabulary, materials required, instructional strategies and procedures (overview and results), key questions, and evaluation. One to three references are given for each activity, and each includes a data record and observation sheet. (KC)

ED 330 804

CE 057 455

Agricultural Education Science Activity—Nos. SS

2-4.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Pub Date—90

Note—15p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, *Classroom Techniques, Higher Education, *Integrated Curriculum, Learning Activities, Lesson Plans, *Science Activities, Science Experiments, Science Instruction, Secondary Education, *Soil Conservation, *Soil Science, Teaching Methods, Vocational Education

This packet contains three science learning activities that can be used in agricultural education courses. The activities cover these topics: (1) determining the effects of soil particle size on capillary action; (2) measuring levels of eroded soil particles in streams; and (3) determining the effects of soil cover and texture on surface erosion. The lesson plans for the activities consist of the following elements: agricultural subjects and science principles included in the lesson, agricultural applications, student objectives, activity length, group size, vocabulary, materials required, instructional strategies and procedures (overview and results), key questions, and evaluation. One or two references are given for each activity and each includes data record and observation sheet. (KC)

ED 330 805 CE 057 456

Agricultural Education Science Activity—Nos. PS

1-6.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Pub Date—90

Note—27p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Classroom Techniques, Fertilizers, Higher Education, Horticulture, *Integrated Curriculum, Learning Activities, Lesson Plans, *Plant Growth, *Plant Propagation, Plants (Botany), *Science Activities, Science Experiments, Science Instruction, Secondary Education, *Soil Science, Teaching Methods, Vocational Education, Zoology

This packet contains six science learning activities that can be used in agricultural education courses. The activities cover these topics: (1) determining the effects of soil drainage on plant growth and development; (2) determining the effect of soil compaction on plant growth and development; (3) inoculating legume seeds to promote nodule formation; (4) propagating plants; (5) determining the effects of rhizobium japonicum and nitrogen fertilizer on nodulation and plant growth; and (6) determining effects of frost/hail damage on plant growth. The lesson plans for the activities consist of the following elements: agricultural subjects and science principles included in the lesson, agricultural applications, student objectives, activity length, group size, vocabulary, materials required, instructional strategies and procedures (overview and results), key questions, and evaluation. One to three references are given for each activity, and each includes a data record and observation sheet. (KC)

ED 330 806 CE 057 457

Animal Enterprise Record Book. Agricultural Education.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Pub Date—91

Note—35p.; For a related document, see CE 057 458.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, *Animal Husbandry, Business Education, Costs, *Farm Accounts, Farm Occupations, Higher Education, *Recordkeeping, *Records

(Forms), Secondary Education

This record book is intended for use by agricultural education students who have ownership arrangements in animal enterprise experience programs. A major purpose of this book is to aid in separating out or allocating the costs and returns to a specific enterprise. The financial, labor, and management aspects of each enterprise can then be studied and analyzed with reasonable accuracy. This book is a part of a total recordkeeping system for students of agricultural education. At the completion of this record book, labor and management figures can be transferred to the Supervised Agriculture Experiences Summary in the Agriculture Education General Record Book. Nineteen forms are included in this record book: (1) animal enterprise budget; (2) enterprise agreement; (3) goals and accomplishments for this enterprise; (4) plan of practices; (5) diary of special events that affected the outcome of the enterprise; (6) inventory of breeding animals; (7) inventory of market animals; (8) inventory of animal products; (9) inventory of feed and supplies; (10) feed costs; (11) operating costs—other than feed; (12) overhead costs for the enterprise; (13) separate forms for animal products, market animals, and breeding animals sold or used at home or in the business; (14) breeding and birth record; (15) loss record; (16) weight record; (17) summary of animal enterprise; (18) separate forms for analysis of sheep, beef, swine breeding enterprises; and (19) analysis of market livestock and dairy enterprises. (NLA)

ED 330 807 CE 057 458
Agricultural Education General Record Book. Revised.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Pub Date—91

Note—27p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, *Check Lists, *Competence, Credentials, Data Collection, Farm Accounts, Higher Education, *Recordkeeping, *Records (Forms), Secondary Education, Standards, Student Organizations, *Student Records, Vocational Education, Work Experience Programs

Identifiers—*Future Farmers of America

This document is the basic record book in a multi-booklet record keeping system for all students in each of the taxonomy program areas of agricultural education. The record book covers elements common to all agricultural education students: occupational and leadership goal planning, net worth, market value inventory of assets, leadership and citizenship activities, supervised agricultural experience instruction, student progress and achievement, and summary of the student's entire supervised agricultural experience program. The following 22 forms are included in the guide: occupational goal in agricultural education; occupational skill requirements; educational requirements; financial requirements; goals in Future Farmers of America (FFA) and other school and community activities; supervised agricultural experience summary (hours and earnings); summary of other work experience; market value inventory of specific student assets; comparative net worth statement; participation in FFA exhibits at shows and fairs; participation in skills contests; participation in leadership activities; participation in chapter activities; participation in other school activities; participation in community activities; FFA degrees and offices; Greenhand degree requirements; chapter FFA degree requirements; state FFA degree requirements; U.S. FFA degree requirements; record of teacher visitation/instruction; and summary of competency proficiency. (KC)

ED 330 808 CE 057 460
Ridenour, Harlan E.
Marketing Farm Grain Crops.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Pub Date—88

Note—521p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099 (order no. AGDEX 110/840).

riculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099 (order no. AGDEX 110/840).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, *Farm Management, *Grains (Food), Higher Education, Instructional Materials, Learning Activities, *Marketing, Secondary Education, State Curriculum Guides, Teaching Guides, Textbooks, *Vocational Education, Workbooks

This vocational agriculture curriculum on grain marketing contains three parts: teacher guide, student manual, and student workbook. All three are coordinated and cross-referenced. The course is designed to give students of grain marketing a thorough background in the subject and provide practical help in developing grain marketing strategies for their own corn, soybean, and wheat crops. The teacher guide is designed to assist the teacher in guiding students in use of the manual. It also repeats questions from the workbook, provides the appropriate reference for each (with page numbers) in the student manual, and usually suggests an answer. Transparency masters are included at the end of each chapter and recommended when appropriate to support the study. Solutions to workbook problems are presented. The student manual contains five chapters: fundamentals of grain marketing; grain delivery, grading, and storage; kinds of grain markets; marketing alternatives; and developing a grain production and marketing plan. A glossary and 28 references are appended. The workbook poses questions designed to guide students through their study of grain marketing and provides space for answering the questions as well as completing exercises. It presents numerous problems that illustrate grain marketing points. (YLB)

ED 330 809 CE 057 462

Anderson, Gary A.

Floral Design and Marketing.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Pub Date—88

Note—858p.; Photographs will not reproduce well. Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.

Pub Type—Books (010) — Guides - Classroom - Learner (051)

EDRS Price - MF05/PC35 Plus Postage.

Descriptors—Adult Education, Advertising, *Agricultural Education, Design, *Distributive Education, *Floriculture, *Marketing, *Ornamental Horticulture Occupations, Plant Identification, Postsecondary Education, Salesmanship, Sales Occupations, *Sales Workers

Identifiers—*Floral Designers, Florists

This profusely illustrated, 32 chapter book surveys retail floriculture and makes a current statement of the industry. It can be used by students pursuing individualized study, in a classroom with instructor reinforcement and demonstrations, and by a former student or flower shop employee as a refresher tool and reference. Principles of flower arranging are explained and applied. Identification of floral material and supplies commonly found in flower shops is explained with illustrations. Information on care, handling, and selling of flowers is provided. Suggested activities in each chapter provide hands-on exercises. Following an introduction, chapter topics are: elements of design; cut flowers and foliage; mechanics, supplies, and safety; body flowers; bud vases and rose bowls; decorating potted plants; mass arrangements; line and line-mass arrangements; accessories, bases, and backgrounds; dried flowers; silk and other permanent flowers; table settings; wedding floral design; sympathy flowers; living plant groupings; novelty arrangements; special occasions and holidays; period arrangements; contemporary arrangements; retail floriculture industry; sales and service; wrapping and packaging floral products; pricing floral products; organization and efficiency; store displays; conditioning and storing cut flowers; care of living plants; delivery; advertising and promotion; and keeping current with the industry. Lists of resource organizations and periodicals and 64 references are appended. Both black and white and color

photographs illustrate the text. (YLB)

ED 330 810 CE 057 463
Ohio Ag in the Classroom. Fourth Grade Curriculum Guide.

Ohio State Dept. of Agriculture, Columbus.

Pub Date—88

Note—419p.

Available from—Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099 (order no. AGR0011).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Agriculture, *Agricultural Education, *Animal Husbandry, Career Exploration, Conservation (Environment), Economics, Grade 4, Information Sources, Intermediate Grades, Language Arts, Mathematics Skills, *Natural Resources, *Plants (Botany), Science Education, Social Studies, State Curriculum Guides

Identifiers—*Ohio

Adapted from Idaho's fourth grade agricultural education curriculum guide, this manual was created because there were insufficient resources available to Ohio students about the systems that provide human beings with food and fiber. Economically Ohio's largest industry, agriculture, serves as a basis for providing fourth-grade teachers with supplemental materials to use in the four curriculum areas typically taught in the fourth grade: language arts, science, mathematics, and social studies. The lesson plans are placed into the curriculum area by the major type of activity contained in that lesson. Each lesson is also assigned to some minor curriculum areas if they exist within the lesson plan. Five agricultural concepts are included: (1) history of Ohio agriculture; (2) production of food and fiber; (3) economics of Ohio agriculture; (4) conservation of natural resources; and (5) careers in agriculture. A matrix relates curriculum areas to the lesson plans that have major or minor relevance. There are five units in the guide: introduction; agribusiness; plants; animals; agriculture and natural resources; and information sources. The first four units include the following elements: (1) background (2) agriculture unit; (3) core, major; (4) core, minor; (5) related lesson plan; (6) remarks/notes; (7) resources; (8) premise; (9) objectives; (10) motivation; (11) vocabulary; (12) trivia; (13) suggested activities; (14) activity sheets; and (15) what has been learned. The information sources unit includes a 1990 directory of agriculture and an annotated list of 57 teaching materials available through Ohio sources. Copies of two color transparencies (soil ecosystem and soil profile) are included. (NLA)

ED 330 811 CE 057 465

Mashburn, Robert J., Ed. Van de Water, Jack, Ed.
Academic Advising in Agriculture for Graduate Students from Developing Countries. A Handbook for Faculty Advisers and Department Chairs.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.

Pub Date—84

Note—65p.; Sections of this publication were reprinted with permission from "Graduate Students from Developing Countries in U.S. Science Departments."

Available from—National Association for Foreign Student Affairs, 1875 Connecticut Avenue, NW, Suite 1000, Washington, DC 20009-5728 (\$5.95 plus postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Advising, *Agricultural Education, *Foreign Student Advisers, *Foreign Students, *Graduate Students, Graduate Study, Higher Education, International Educational Exchange, Student Adjustment, Student College Relationship, Student Exchange Programs

This handbook addresses the entire process of foreign student education in agriculture, defines the various components of the process, and provides practical information for advisers. The guide is organized in sections that cover the following topics: (1) planning and selection of students; (2) communication with students prior to arrival; (3) initial campus contact with students; (4) term of study; (5) nuts and bolts of advising (cross-cultural considerations, sponsored student programs, practical training, and

field research and thesis advising; (6) beyond nuts and bolts toward enrichment (encouraging foreign student interaction in the community); and (7) preparing for return to the home country and following up. An appendix giving names and addresses of institutions of graduate education and training in agriculture grouped by world regions, and 21 references are also provided. (KC)

ED 330 812 CE 057 468
Erich, Nell P.

The Learning Industry. Education for Adult Workers.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Report No.—ISBN-0-931050-42-1

Pub Date—90

Note—309p.

Available from—Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.

Pub Type—Books (010)—Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Education, Adult Education, Adult Learning, Artificial Intelligence, *Continuing Education, Dislocated Workers, *Educational Technology, *Education Work Relationship, Immigrants, *Job Training, *Labor Force Development, Lifelong Learning, *Management Development, Nonschool Educational Programs, Professional Continuing Education, Refugees, Skilled Workers, Unemployment, Welfare Recipients, Youth Programs

This study focuses on the connection between education and the world of work and the urgency of the endeavor to educate the work force. Part I considers the resources for adult learning in the United States, with a focus on the major providers outside the traditional education system. Technological resources that can extend educational opportunities and reach more workers are then analyzed. Examples of each medium's use are given, and its limitations and effectiveness for instruction are charted. One new development is given special attention: artificial intelligence as an aid in training and education. Part II describes workers' training opportunities. It looks first at the skilled trades and technical fields: construction workers, office workers, administrative assistants, information systems technicians, and factory workers encountering computer-integrated manufacturing systems. Next, the education of managers is considered. Finally, updating knowledge of advanced professionals is examined. Examples from various providers show contributions toward available opportunities. Part III deals with those whom training programs fail to reach or serve adequately: dislocated workers, unemployed youth, immigrants and refugees, and welfare recipients. The report concludes that the issues call for public responsibility and action. Federal, state, and private initiatives are urged. Endnotes for each chapter and an index are appended. (YLB)

ED 330 813 CE 057 472

Training and Employment Report of the Secretary of Labor. Covering the Period July 1986-September 1987. Transmitted to the Congress, 1990.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—90

Note—53p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—At Risk Persons, Dislocated Workers, *Employment Programs, Employment Services, *Federal Programs, *Job Training, Labor Force, *Labor Force Development, Labor Market, Postsecondary Education, Program Development, Program Improvement, Secondary Education, Socioeconomic Influences, Unemployment Insurance, Youth Employment

Identifiers—*Department of Labor, *Job Training Partnership Act 1982

This report stresses the need for a broad and substantial upgrading of the quality of the U.S. work force and outlines seven critical policy areas that require coordinated action to meet the challenge. Chapter 1 discusses the Workforce 2000 Project, a major Department of Labor effort designed to ensure that the work force has the skills and flexibility that will be required in future jobs. This chapter highlights special initiatives under the Job Training

Partnership Act (JTPA) to improve the employability of the work force. These interrelated efforts concern at-risk youth, workplace literacy, dislocated workers, and improved coordination of job-related services. Chapter 1 also summarizes accomplishments under the individual titles of JTPA in 1986 and reviews developments in other training and employment programs administered by the Department, including the Senior Community Service Employment Program, apprenticeship, the Employment Service, the Unemployment Insurance Service, and Trade Adjustment Assistance. Chapter 2 summarizes the results of employment-related research and evaluation projects completed during 1986. These projects are concerned with social and economic issues, labor market studies of specific groups of workers, and program development and improvement. Chapter 2 also lists 11 research and evaluation reports completed during program year 1986. The report includes a statistical appendix. (NLA)

ED 330 814 CE 057 478

"The Writing Wheel." A Writing Skills Program for ABE Students. Exercises.

Tuscarora Intermediate Unit #11, McVeytown, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—87

Note—56p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Adult Programs, Basic Writing, Classroom Techniques, Daily Living Skills, *Learning Activities, Paragraph Composition, Revision (Written Composition), Sentences, Student Journals, Teaching Methods, *Writing Exercises, Writing Instruction, *Writing Skills, *Writing Workshops

This publication contains exercises recommended for use with adult basic education students in a writing skills program. Journal exercises are suggested as an ice-breaking activity for the beginning writer. Topics are listed for directed journal entries that bridge the gap from free writing to a structured approach. "Power verbs" exercises are provided that improve the use of specific descriptive verbs. Exercises in writing sentences progress from simple sentences to description using sense details to adding information to sentences. Next, exercises are presented that build skills in sentence refinement and paragraph structure and that serve as a good building block for writing process instruction. A variety of exercises follow that help students develop paragraphs. They cover such concepts as sensory descriptions, comparison and contrast, exposition, and self-awareness/self-understanding. Exercises that focus on life skills offer instruction in writing business letters, cover letters, thank you letters for interviews, and complaint letters. Exercises for the writing process include the introduction of transitional expressions, outlining, rough drafts, revision, and editing. Suggested topics for a final workshop composition are provided. Handouts and 58 references are appended. (YLB)

ED 330 815 CE 057 479

Camburn, Lila
Writing the GED Essay. A Guide for Teachers and Students.

Pascagoula School District, MS.

Spons Agency—Mississippi State Dept. of Education, Jackson.

Pub Date—87

Note—96p.

Pub Type—Guides - Classroom - Teacher (052)—Guides - Classroom - Learner (051)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Essays, *High School Equivalency Programs, Teaching Guides, Writing (Composition), *Writing Exercises

Identifiers—*General Educational Development Tests

The revised General Educational Development (GED) tests introduced in 1988 require higher-level analytical skills of examinees than previous tests. The most immediate revision is the writing skills test, which requires examinees to demonstrate writing ability. This guide provides the GED student with a plan for writing an essay that will receive a passing grade. Certain assumptions inform this guide: (1) this plan is designed for GED students functioning above the eighth-grade level; (2) not all

GED students require the writing instruction described in this guide; (3) students may not need to use all sections in this guide; (4) the instructor must develop sets of topics as supplements; (5) students should not have to research the topic to write; (6) students have no choice in writing exercises; and (7) instructors should predetermine all instruction on a recognition that students have knowledge about the topic. The guide's 10 chapters deal with the following questions: (1) what are they asking me?; (2) what can I say about this topic?; (3) how can I sort my ideas?; (4) how can I organize my groups of ideas?; (5) how should my essay look?; (6) how should I write the introduction?; (7) how should I write the body?; (8) how should I write the conclusion?; (9) how can I polish my essay?; and (10) how will my essay be scored? Teaching tips for the instructor precede each student chapter. A copy of the holistic scoring guide is included in the student section of chapter 10. (NLA)

ED 330 816 CE 057 482

Lewis, Morgan V. And Others

Assessment of Needs in Vocational-Technical Education in Iowa.

Ohio State Univ., Columbus. Center on Education and Training for Employment.

Spons Agency—Iowa State Dept. of Education, Des Moines.

Pub Date—Jan 91

Note—64p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Education, Articulation (Education), Competence, Coordination, Curriculum, Delivery Systems, Equipment, Facilities, Instructional Materials, Job Placement, *Needs Assessment, Postsecondary Education, Public Opinion, Relevance (Education), School Districts, Secondary Education, Skill Development, *Statewide Planning, *Vocational Education Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990, *Iowa

To fulfill an eligibility requirement of the Carl Perkins Vocational and Applied Technology Education Act, an assessment was conducted of the public vocational-technical programs offered in Iowa. Existing data and reports were reviewed, state staff were interviewed, and site visits to community colleges, area educational agencies, and high schools were conducted in Merged Area V, VI, and X. As part of the site visits, public meetings were held in these areas. A teleconference was also held to obtain comments and suggestions from across the state. The assessment focused on issues that were identified from a review of the new Perkins amendments and the standards for vocational programs set forth in Senate File 449, and from concerns raised by the Committee of Practitioners. The issues are: (1) relevance of programs to the workplace; (2) adequacy of facilities and equipment; (3) competencies, curriculum, and instructional materials; (4) integration of academic and vocational instruction; (5) student skill attainment and job placement; (6) articulation of secondary and postsecondary programs; (7) service to special populations; (8) vocational equity; (9) coordination and cooperation; and (10) the image of vocational education. The assessment concluded that for Iowa to implement the standards of Senate File 449, the major needs for program implementation and expansion are at the secondary level. The state plan for vocational education should include incentives to encourage local districts to cooperate among themselves and with the community colleges in the planning and delivery of vocational programs. (Six references and an appendix are included. The appendix contains needs assessment recommendations, lists of individuals contacted and teleconference participants, and background data.) (NLA)

ED 330 817 CE 057 483

Fritz, Robert L.

Field-dependence Cognitive Styles in the Secondary Marketing Education Classroom, with Implications for Application-Level Reasoning and Problem Solving Behavior.

Pub Date—1 Dec 90

Note—19p.; Paper presented at the National Marketing Education Research Session of the American Vocational Association Convention (Cincinnati, OH, December 1, 1990).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Business Education, Career Choice, *Cognitive Style, *Field Dependence Independ-

dence, *Marketing, Mathematics Skills, *Problem Solving, Secondary Education, *Thinking Skills Identifiers—*Embedded Figures Test

A study of the cognitive style characteristics of marketing education students focused on reasoning and problem solving. Field dependence theory measured particular cognitive styles in secondary school marketing education classrooms and estimated implications for reasoning and problem-solving behavior among currently enrolled students. The study sought to determine whether a particular cognitive style existed in selected secondary marketing education programs and whether a cognitive style had a relationship to the vocational objectives of secondary school marketing education students. Data collected from a population of 236 students in three secondary school marketing education programs in northern Georgia during the spring and fall of 1990 included demographic information and occupational objectives. The Group Embedded Figures Test was used to measure cognitive style. Descriptive statistics, correlations, t-tests, and a discriminant function analysis were applied to the data. It was found that: (1) students exhibited no single cognitive style; (2) students had a broad range of interests and abilities; (3) in accordance with theory, males were more field independent than females; and (4) despite a career objective requiring field independence, only 58 of 236 students' scores showed analytical abilities and interests. Three recommendations were made: (1) student interests in higher order thinking should be correlated to cognitive style; (2) relationships of field-dependence theory should be established; and (3) instructional practices to modify restructuring skills should be established. (Twelve references and 12 tables are included.) (NLA)

ED 330 818 CE 057 486

Carl D. Perkins Vocational and Applied Technology Education Act as Amended.

Congress of the U.S., Washington, D.C.

Pub Date—27 Mar 91

Note—168p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Vocational Education, *Educational Legislation, Federal Aid, Federal Indian Relationship, *Federal Legislation, *Federal Programs, Federal State Relationship, Postsecondary Education, Secondary Education, State Programs, *Technology, *Vocational Education, Vocational Schools

Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990

This document contains the text of the Carl D. Perkins Vocational and Applied Technology Education Act, as amended. Title I, Vocational Education Assistance to the States, has two parts: Allotment and Allocation, and State Organizational and Planning Responsibilities. Title II, Basic State Grants for Vocational Education, contains three parts: State Programs; Other State-Administered Programs; and Secondary, Postsecondary, and Adult Vocational Education Programs. The five parts of Title III, Special Programs, are the following: State Assistance for Vocational Education Support Programs by Community-Based Organizations; Tech-Prep Education; Supplementary State Grants for Facilities and Equipment and Other Program Improvement Activities; Community Education Employment Centers and Vocational Education Lighthouse Schools; and Tribally Controlled Postsecondary Vocational Institutions. Title IV, National Programs, has two parts: Research and Development, and Demonstration Programs. Title V, General Provisions, also consists of two parts: Federal Administrative Provisions, and State Administrative Provisions. Title VII, Effective Date, contains a transition provision and provides that with certain exceptions, the amendments made by the Act shall take effect on July 1, 1991. An index is appended. (YLB)

ED 330 819 CE 057 488

The Vocational Mission of Public Schools. A

Position Paper.

New York State School Boards Association, Albany.

Pub Date—86

Note—27p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coordination, Educational Cooperation, Educational Planning, *Educational Policy,

Education Work Relationship, Futures (of Society), Government School Relationship, Institutional Cooperation, Master Plans, Needs Assessment, Policy Formation, Position Papers, *Public Schools, *Role of Education, School Business Relationship, School Counseling, *School Role, Secondary Education, Statewide Planning, Teacher Certification, Teacher Recruitment, *Vocational Education

Identifiers—*New York

Vocational education deserves greater recognition, redefined purposes and methods, and a future in the mainstream of public education. Job-specific occupational training should be offered without sacrificing educational preparation generic to all vocations. Secondary vocational education should help students acquire core competencies that will promote job success. Schools should allow flexibility for students who must work, implement dropout identification programs, and coordinate programs to help potential dropouts gain job-seeking and job-keeping skills. Schools can renew and broaden their vocational mission by serving as vocational education catalysts and coordinating with business and industry to provide vocational education. Local schools should not necessarily house all vocational programs. Guidance counseling should be available to all students, cover all courses of study, equally encourage all occupations, and prevent sex bias in occupational planning. Certification for vocational educators needs to be overhauled to provide flexibility to allow recruitment of teachers from business and industry and their preparation through a combination of internship and inservice education. Inconsistencies between the New York State Education Department's occupational futuring plan and the Regents Action Plan should be eliminated by monitoring, evaluation, and revision. Learning opportunities for all students should stress the importance of adaptation to future change at work. (YLB)

ED 330 820 CE 057 490

Peters, Jerry L. Ed.

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1989-90.

American Vocational Association, Alexandria, VA. Agricultural Education Div.

Pub Date—Jan 91

Note—168p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, *Agricultural Education, Agricultural Engineering, Curriculum, Demonstration Programs, Developing Nations, *Educational Development, *Educational Research, Elementary Secondary Education, Extension Education, Foreign Countries, Postsecondary Education, Research Needs, *Research Projects, Rural Schools, Rural Youth, Secondary School Students, Student Organizations, Student Recruitment, Teacher Orientation, Teaching Methods, *Vocational Education, Vocational Education Teachers

Identifiers—4 H Clubs, Aquaculture, Future Farmers of America

This document includes abstracts of 190 completed research projects in agricultural education from September 1, 1989 to August 31, 1990. They report on 102 masters' papers or theses, 40 doctoral dissertations, and 48 staff studies. Thirty-two institutions from 29 states are represented. Abstracts are listed alphabetically by state and within each state by author. Purposes and findings are included in the abstracts. Major subjects are adult education; agricultural education programs (curriculum, supervised agricultural experience programs); agricultural practices and the industry (agricultural mechanics/safety, innovation/adoption/integration, weed control); agriculture teachers (induction, needs/practices, satisfaction, teaching methods); aquaculture; curriculum and instruction in grades K-12; extension (4-H, technology, training); Future Farmers of America; international (agricultural education, extension, research needs/tools, teacher education); postsecondary/university programs (recruitment/enrollment, student teaching); rural schools/youth; secondary agriculture students (curriculum, recruitment/enrollment, student awareness); vocational agriculture programs; and vocational education. Following the abstracts is a section containing citations of research and development activities in progress. They are listed alphabetically by state and then by author and include title, type of project, and institution. ERIC docu-

ment numbers for previous summaries and author and subject indexes to the abstracts are appended. (YLB)

ED 330 821 CE 057 493

Palmer, Jack L.

Career Guidance Standards Field Test. Final Report.

Pittsburgh Public Schools, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—3 Jun 88

Contract—85-8071

Note—117p.; Pages 77-81, 97, and 99 will not reproduce legibly.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Counseling, *Career Development, Career Education, *Career Guidance, Educational Needs, Educational Research, Field Tests, High Schools, Needs Assessment, Professional Development, *Program Development, Pupil Personnel Services, Surveys

Identifiers—*National Career Development Guidelines, Pittsburgh School District PA

A project carried out at the Brashers High School, Pittsburgh, Pennsylvania, field tested the National Career Development Guidelines. These guidelines were developed to provide professionally endorsed clusters of career development competencies and indicators for career program development and evaluation. Surveys conducted to provide information to the Steering and Advisory Committees for the project included (1) an informal consensus of Board of Education members and central staff regarding the need to reorganize the Pupil Services Division; (2) a survey of administrators, staff, and faculty to identify current trends and issues affecting career guidance; (3) a survey of administrators, staff, teachers, students, and parents to determine which of 12 student career development competencies were appropriate for development at the school; and (4) a survey of pupil services staff to determine professional development needs. The Steering Committee identified primary issues faced at the onset of the project: student population; organization; evaluation; and documentation and dissemination. Establishment of the position of Career Development Counselor and acquisition of a computer for information management were recommended. (Appendixes, amounting to over one-half of the report, include letters of endorsement; Pittsburgh Public Schools Pupil Services Model; Planning Guide for Program Review and Implementation Process; survey instruments; and approved budget.) (YLB)

ED 330 822 CE 057 501

Seltzer, Madeline

Curriculum Development—Learning Center. Final Report.

Manor Junior Coll., Jenkintown, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Sep 88

Contract—93-8008

Note—50p.; Attachment 3, personal information on students and their scores, is not included.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Computer Oriented Programs, *Curriculum Development, Educational Research, *Learning Laboratories, Pretests Posttests, Remedial Instruction, Remedial Mathematics, *Remedial Programs, Remedial Reading, School Holding Power, Student Evaluation, *Tutorial Programs, Tutoring, Two Year Colleges, *Vocational Education, Writing Instruction

Identifiers—Manor Junior College PA

A project at Manor Junior College, Pennsylvania, developed further and implemented the tutoring programs in the Learning Center and integrated them with the Computer Tutorials Program. The objective was to increase retention and graduation rates and academic success of students enrolled in vocational programs. The reading, writing, and peer tutor programs were already well established; the mathematics and Probationary Assigned Supervised Study (PASS) programs were developed and implemented. The Learning Center Director tested all entering freshmen in reading, writing, and mathematics skills. Students scoring below a certain competency level were mandated to take remedial courses and attend the Learning Center for inten-

sive tutoring. Vocational course instructors mandated other students to the Learning Center. Still others came voluntarily. All students were made aware of Center services during Freshman Orientation and through posters and other advertising. The director administered posttests and tracked students' course grades for each subject tutored. Posttest results revealed that over 50 percent of students raised scores in the tutored subject by at least 10 percentile points. Of students in the PASS program, 49 percent were able to remove their probationary status. (Appendixes include mean Scholastic Aptitude Test scores; placement test results; and comparisons of pre- and posttest results.) (YLB)

ED 330 823 CE 057 511

Nestorick, Davie Jane. Falchek-Clark, Linda. Curriculum Development for an Associate Degree Career Ladder Program in Nursing. Final Report.

Williamsport Area Community Coll., Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—15 Jul 88

Contract—85-8008

Note—280p; Tables 7 and 8 contain small type. Pub Type—Reports—Evaluative (142)—Guides—Classroom—Teacher (052)—Tests/Questionnaires (160)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—*Associate Degrees, Behavioral Objectives, Community Colleges, *Course Content, Course Descriptions, *Curriculum Development, Feasibility Studies, *Nursing Education, Program Content, Two Year Colleges

Identifiers—Williamsport Area Community College PA

This project report contains two major components: (1) a feasibility study to assess the need for an associate degree nursing program at Williamsport Area Community College, Pennsylvania; and (2) an appropriate curriculum developed for the project. The feasibility study describes the community characteristics, reviews the college resources, and presents results of surveys indicating the need for and interest in such a program. Appendixes include correspondence; charts illustrating the overall organization and administration of the college; survey instruments; memorandum of understanding; and letter of support. The curriculum includes the nursing admission policy; nursing philosophy; program goals and objectives; and catalog descriptions to be used in the 1988-89 college catalog. The seven courses cover nursing foundations; medical/surgical concepts and principles; advanced medical/surgical concepts and principles; pediatrics; maternity nursing; mental health nursing; and a nursing seminar. Course descriptions provide prerequisites; co-requisites; credits; rationale; and textbooks. A list of course objectives and outlines that correlate contributory objectives with course content and list related learning and evaluation activities are presented for each course. (YLB)

ED 330 824 CE 057 512

Martin, Timothy L. Graphic Arts Program/Curriculum Revision.

Williamsport Area Community Coll., Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Jun 88

Note—20p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Associate Degrees, Audiovisual Instruction, Community Colleges, *Competency Based Education, *Curriculum Development, *Graphic Arts, Program Improvement, Two Year Colleges

Identifiers—*DACUM Process, *Williamsport Area Community College PA

In the years since the Williamsport Area Community College's Graphic Arts Program was last revised, the graphic arts industry has been changed by an influx of new technologies. The graphic arts program and curriculum was revised to provide graduates with skills required by the industry. The objectives of this revision were to (1) identify competencies needed by the graphic arts industries for knowledge and skills required for entry-level positions; (2) write competency-based instructional objectives; (3) develop strategies for delivering competency-based instruction; (4) develop faculty familiarity with technologies and skills in using

them; and (5) develop course materials. Develop a Curriculum (DACUM) workshops were conducted to determine competencies needed in the prepress and press area. Competency-based instructional objectives were developed for new and revised courses. Competencies were assigned to existing courses and to new or revised courses. Procedures and criteria for evaluating students' attainment of competencies were written. Training was provided to enable faculty to use the new laser color separation scanner. Syllabi were developed for the new and revised courses. Project outcomes included: (1) revising the Graphic Arts program; (2) providing advanced placement for articulating audiovisual technical services; (3) increasing flexibility for students' electives; and (4) increasing articulation for degree students in other degree fields. (A proposed graphic communication curriculum and DACUM profiles for the core competencies associate degrees of applied arts and science, press operator, and prepress technician are included.) (NLA)

ED 330 825 CE 057 516

Nawn, John H.

Electro-Optical Laser Technology. Curriculum Utilization. Final Report.

Delaware County Community Coll., Media, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—May 88

Contract—85-8016

Note—42p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Articulation (Education), Community Colleges, *Curriculum Development, Labor Supply, *Lasers, *Optics, *Paraprofessional Personnel, Technological Advancement, Technological Literacy, Two Year Colleges

This report describes a program to prepare students for employment as laser technicians and laser operators and to ensure that they have the necessary skills required by the industry. The objectives are to prepare a curriculum and syllabus for an associate degree program in Electro-Optical Laser Technology. The 2-year Electro-Optical Laser program leading to an associate degree entails five courses. The first course, Introduction to Lasers, presents the theory of light and laser operation coupled with an overall view of laser properties. Following the basic course, a four-credit lecture/laboratory course called Geometrical and Wave Optics was developed, this presents the geometrical ray nature of light along with reflection, refraction, and propagation of light. The third course, Laser Measurements and Equipment, covers the use of specialized equipment for measuring laser parameters. The fourth course is a continuation of Laser Measurements and Equipment. The fifth course, Laser Projects and Practical Applications, concentrates on laboratory projects and applications. Five appendices provide detailed information on each of the five courses. Each course outline includes the following: (1) title; (2) course description; (3) suggested audience; (4) co-requisites; (5) course competencies; textbooks; (7) evaluation; (8) attendance requirements; (9) safety considerations; and (10) summary of topics/course outline. (NLA)

ED 330 826 CE 057 525

Gokhale, Anu A.

Effectiveness of Computer Simulation versus Lab, and Sequencing of Instruction, in Teaching Logic Circuits.

Pub Date—Dec 90

Note—25p; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Computer Simulation, *Electric Circuits, *Experiential Learning, Higher Education, *Laboratory Procedures, *Logic, *Sequential Learning, Teaching Methods, Undergraduate Students

Identifiers—*Logic Circuits

The effectiveness of computer simulation versus laboratory procedures in teaching logic circuits was compared. Also investigated was the sequencing of these activities with a reading assignment. Subjects were 96 undergraduates who were tested using different pretests and posttests. An analysis of variance on the data gathered showed that sequence of instruction was a very important factor. Students who

performed the activity (laboratory or computer simulation) first, followed by the reading assignment, scored significantly higher on the posttest compared to those who studied identical material in the opposite sequence. The laboratory procedure and computer simulation proved equally effective in teaching logic circuits. When posttest items were classified into "knowledge" and "transfer" categories, only the transfer items contributed to the difference between the two groups. The study concluded that setting up exploratory types of experiential activity prior to formal instruction results in better conceptual learning and better transfer compared to the reverse sequence. (Six data tables and 14 references are included.) (KC)

ED 330 827 CE 057 528

Smith, Roger D. Sua, Dangbe Wu

An Analysis of Expected Grade Level Gain as a Result of Participation in the Mandatory Functional Literacy Program.

Pub Date—91

Note—12p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adult Basic Education, *Correctional Education, *Correctional Rehabilitation, *Functional Literacy, Grade Equivalent Scores, Pretests Posttests, *Required Courses

Identifiers—Test of Adult Basic Education

A study attempted to measure the academic gain resulting from 150 hours of mandatory participation in the Mandatory Functional Literacy (MFL) program. The Test of Adult Basic Education (TABE) was administered to 58 inmates at Lake Correctional Institution (Florida) prior to beginning the MFL program and again upon completion of the required instruction. It was hypothesized that participation in the MFL program would result in grade-level gains that would be significant and predictable. To test this hypothesis, two research questions were addressed: (1) is there a significant gain between pretest and posttest TABE scores among MFL students? and (2) if the gain between pretest and posttest TABE scores is significant, is it predictable? When the grade equivalent scores were compared using the t-test, it was determined that the gains were significant. Using regression analysis, a simple linear model was derived to predict expected posttest score, given the pretest score. The equation was found to be significant. The significant grade level gains documented by the study may serve as a pre-release measure of the positive effect of correctional education. In addition, the results indicate that when inmates are required to participate in correctional education, academic progress is a predictable result. (Six references are included.) (NLA)

ED 330 828 CE 057 529

The National Assessment of Vocational Education.

"What It Says and What It Should Say." A Symposium (Orlando, Florida, December 1989).

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Apr 91

Contract—V051A80004-90A

Note—54p.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-205: \$4.00).

Pub Type—Reports—Research (143)—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Assessment, Educational Change, *Educational Legislation, Educational Policy, Educational Research, Graduate Study, Higher Education, Job Training, Postsecondary Education, *Research and Development, Secondary Education, Special Needs Students, *Teacher Education, *Vocational Education, Vocational Education Teachers

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, *National Assessment of Vocational Education

In preparation for the 1990 Carl D. Perkins Vocational Education Act reauthorization, the Department of Education established the National Assessment of Vocational Education (NAVE). The plan of study examined five broad research areas: (1) implementation of the Perkins Act; (2) access of

special populations to vocational education; (3) status of vocational education in secondary schools; (4) status of postsecondary vocational education; and (5) skill training and the economy. Although the specific purpose of NAVE was to provide Congress with data regarding what directions the Perkins reauthorization should take, the report was also of interest to the vocational education profession. At the same time, the findings were so numerous that few professionals were able to conduct a comprehensive review of the research. A symposium was held to examine the NAVE findings. The symposium, composed of a keynote address and five presentations, focused on how vocational teacher educators, educators in graduate education, and researchers could promote the future: "Implications of NAVE" (Wirt); "NAVE Teacher Education" (Lynch); "NAVE: Implications for Graduate Education in Vocational Education" (Copa); "National Assessment and Vocational Education Research and Development" (McCracken); and "What National Assessment Says and What It Should Say: Synthesis and Summary" (Hillson, Swanson). (NLA)

ED 330 829 CE 057 530

Construction & Basic Skills.
Business Council for Effective Literacy, New York, NY.

Pub Date—Apr 91

Note—5p.

Journal Cit—BCEL Newsletter for the Business and Literacy Communities; n27 p.9-11 Apr 1991

Pub Type—Journal Articles (080)—Reports—Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Basic Skills, *Building Trades, *Construction Industry, Entry Workers, Females, *Job Skills, *Literacy Education, *On the Job Training, Welfare Recipients. Identifiers—Home Builders Institute, *Workplace Literacy

Basic skills education has become a pressing need in the construction industry as jobs become more complex and fewer workers have needed skills. However, the construction industry lags in spending on training for entry-level workers. The Home Builders Institute (HBI) is testing a pilot basic skills program that it hopes will prove useful to the industry. HBI's basic skills classes are being held at four sites, with a goal of reaching 400 employees. Called FOUNDATIONS, the new basic skills program targets current construction workers who are unable to perform their jobs satisfactorily because of inadequate basic skills. Participants, who typically are screened and found to have between fourth- and eighth-grade skill levels, spend about 8 weeks in the open-entry/open-exit program. HBI developed the curriculum for the program from actual job-site materials submitted by construction companies. Similar programs have been developed by the bricklayers and masonry unions, the Associated General Contractors of America, Jersey City State College (which offers training in construction work for women), and the Dade County Housing Renovation Partnership (which trains welfare recipients in basic skills and job skills in construction trades). (KC)

ED 330 830 CE 057 536

Galin, Jeffrey R.

What Can Workplace Literacy Programs Realistically Be Expected to Accomplish, and How Do We Determine What This Should Be?

Pub Date—15 Sep 90

Note—14p; Paper presented at the Responsibilities for Literacy Conference (Pittsburgh, PA, September 15, 1990).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, *Curriculum Development, Education Work Relationship, Employer Attitudes, Illiteracy, Inplant Programs, Job Skills, *Literacy Education, Needs Assessment

Identifiers—*Workplace Literacy

Most corporate funds for workplace literacy programs are invested in intermediate literate workers. Questions regarding these learners concern what should be expected of them; what they should expect of workplace literacy programs; who or what should determine these criteria; and ramifications of the answers. Issues that affect the answers are the drive to use work-based materials and problems; use

of job-task analyses to build workplace curricula; employers' hesitancy to fund costly literacy training; and lack of worker input. Workplace literacy is defined as survival skills for the workplace and those particular skills employers want. A lack of concern for workers as learners and participants in a larger society underlies these definitions. If service providers rely upon job task analysis to develop and administer curricula, they may isolate learners even further by producing training programs as if they existed in social and cultural vacuums. The following questions should be asked: who are the people workplace literacy programs are serving and whether what they do is enough; whether workers understand how others shape their expectations; and whether those in power really understand the goals and needs of workers as learners. The answers have profound consequences for the ways in which service providers plan workplace literacy programs. (14 references) (YLB)

ED 330 831 CE 057 537

Vocational Education and Civil Rights.

Office for Civil Rights (ED), Washington, DC.

Pub Date—Oct 89

Note—11p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Civil Rights, *Civil Rights Legislation, *Compliance (Legal), Disabilities, *Equal Education, Equal Facilities, Federal Legislation, Federal Regulation, Government-School Relationship, Minority Groups, Postsecondary Education, *School Responsibility, School Role, Secondary Education, Sex Fairness, *Vocational Education

This pamphlet discusses the "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs," first issued by the Office for Civil Rights in 1979, and how they relate to the civil rights of students and staff. It also outlines the responsibilities of recipients of federal assistance (schools, colleges, proprietary schools, and vocational education centers). The first section of the pamphlet discusses access to education, including public notification, nondiscrimination policies, student recruitment, student financial assistance, admissions criteria, student counseling, work study, apprenticeship training, job placement, employment of faculty and staff, and availability of programs to students with disabilities. The second section covers state education agency responsibilities, including site selection for vocational education facilities and establishment of a civil rights compliance program. The pamphlet includes a list of U.S. Department of Education regional civil rights offices. (KC)

ED 330 832 CE 057 539

Jones, Phillip

Literacy and Basic Education for Adults and Young People: Review of Experience. A Special Study for the World Conference on Education for All (Thailand, March 5-9, 1990).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—Jan 90

Note—51p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Basic Skills, Developing Nations, Educational Opportunities, *Educational Philosophy, *Educational Strategies, Elementary Education, Foreign Countries, International Cooperation, Literacy, *Literacy Education, Outcomes of Education, Policy Formation

A worldwide review of literacy and basic education for adults and young people led to the following conclusions (among others): (1) returns on basic education are high; (2) universal participation in primary education is still far off; (3) carefully designed programs for adults and young people can pay off in increased retention of skills, compensation for deficiencies in primary schooling, and improvement in primary school effectiveness; (4) no society has come close to achieving universal literacy through primary schooling alone; (5) universal learning strategies must rely on both primary and adult literacy education; (6) programs for adults and young people need to be flexible, relevant to context, and responsive to changing needs; (7) sufficient research exists for effective literacy programming; (8) many past inefficiencies in the provision of literacy can be explained by the application of a single model of

literacy; (9) many varying rationales have been successfully applied to literacy and basic education programs; (10) mass campaigns can be effective as policy options, but they run the risk of denying the diversity so essential for success; (11) literacy has to be taught in context to adults; (12) measurable economic outcomes are possible through literacy education; (13) effective international programming presupposes intellectual openness and an active link between theory and practice; and (14) effective aid to education requires long-term commitment. (126 references) (KC)

ED 330 833 CE 057 540

Linder, Kjell

Functional Literacy Projects and Project Proposals: Selected Examples. A Special Study for the World Conference on Education for All (Thailand, March 5-9, 1990).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—Jan 90

Note—67p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Citizenship Education, Developing Nations, Foreign Countries, *Functional Literacy, Illiteracy, Job Skills, Job Training, *Literacy Education, National Programs, Nonformal Education, Program Descriptions, Program Proposals, Vocational Education, *Womens Education

Part I of this report describes projects in progress in nine countries: Bangladesh (Mass Education through Small Local Organizations), China (Multi-purpose Adult Education Schools and Resource Centres), Ethiopia (Literacy and Post-Literacy Programme), Jamaica (Jamaican Movement for the Advancement of Literacy), Nepal (Training for Vocational Skills through Nonformal Adult Education), Nicaragua (National Literacy Campaign and Its Follow-up), Sierra Leone (Literacy and Civic Education for Women), Somalia (Functional Literacy and Civic Education for Women), and People's Democratic Republic of Yemen (National Literacy and Adult Education Programme). A comparative summary provided for each project outlines objectives, approach, results, literacy use, and UNESCO involvement. A narrative description of the project follows. Part II contains proposals for projects in 11 countries: People's Republic of China (Tibet), Ecuador, Jordan (the West Bank), People's Democratic Republic of Korea, Mongolia, Niger, Papua New Guinea, Sri Lanka, Central America (Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama), seven Pacific Island states, and Vietnam. Each proposal consists of these components: country, project title, implementing authority, duration, overall objectives, external funds needed, situation/problem, approach, outputs, and budget. (YLB)

ED 330 834 CE 057 542

Priority: Africa. Programme of Action Proposed by the Director-General (1990-1995). Proceedings of a Seminar on Distance Education (Ist. Arusha, Tanzania, September 24-28, 1990). Final Report.

Tanzania National Commission of UNESCO, Dar es Salaam.

Report No.—CAB-90/WS-4

Pub Date—Oct 90

Note—59p.

Pub Type—Collected Works—Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, *Distance Education, *Educational Needs, Educational Research, Elementary Secondary Education, Foreign Countries, Information Dissemination, *International Cooperation, *Material Development, *Needs Assessment, Postsecondary Education, Program Administration, *Program Development, Program Implementation, Regional Cooperation, Research Needs, Teacher Education, Technology Transfer

Identifiers—*Africa

This publication presents a report on the first Pan-African meeting on distance education. The materials reveal that development of distance education in Africa depends on three factors: information and research, the training of specialists, and the production or acquisition of materials. A report of the plenary session summarizes presentations by educational institutions and international organizations concerning the situation of distance education

in Africa and information supplied by representatives of funding bodies on their present lines of approach. The following organizations and funding agencies are represented: the International Council for Distance Education; Technologies and Research Section, UNESCO's Education Sector; International Extension College, London; Milton Keynes Open University, United Kingdom; UNESCO; African Development Bank; United Nations Development Programme; Commonwealth Secretariat, Nairobi; French Ministry for Foreign Affairs; Donogh O'Malley Regional Technical College, Ireland; U.S. Agency for International Development, Washington, D.C.; National Committee for Nomadic Education, Nigeria; and Consortium International Francophone de Formation a Distance. A summary of the report of Committee I on the identification of critical points of distance education projects discusses distance education policy; priorities in the use of distance education; infrastructure required by distance education; development of the capacity of institutions; and cooperation and foreign aid. The summary of Committee II reports on deliberations on the promotion of subregional, regional, and international cooperation in distance education. Focuses are on: information and research; human resource development, material development, position of donors, government support, and follow-up. Appendices include: (1) a description of a reference compendium for developing and managing distance education operations that provides practitioners with information on how to develop distance education operations in a wide variety of configurations; (2) form used to gather information for the compendium; (3) opening address by John B. Kabore, representative of the Director-General of UNESCO; (4) address by the Tanzanian Minister of Education, A. H. Mayagila; (5) extracts from Kabore's address at the closing session; (6) address by the Arusha regional commissioner, A. Mwingira; and (7) list of participants. (YLB)

ED 330 835 CE 057 543
Caregivers' Practical Help. A Six Session Course for Informal Caregivers - Ayuda Practica para las Personas Que Cuidan a Envejecientes. Curso de Seis Sesiones para las Personas Que Informalmente Cuidan a Envejecientes.
 New York State Office for the Aging, Albany.
 Pub Date—[88]
 Note—189p.; For a related document, see CE 057 545.

Language—English; Spanish
 Pub Type—Multilingual/Bilingual Materials (171)
 —Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
 Descriptors—*Aging (Individuals), Community Information Services, *Family Caregivers, Health Conditions, Hygiene, Mental Health, *Older Adults, Patients, *Self Care Skills, Social Networks, Social Support Groups, Spanish, *Special Health Problems, Stress Management

This document is a six-session course designed for those individuals who provide care to their homebound elderly relatives and friends and who need practical information and skills to support their caregiving role. The course helps caregivers identify and use community services. It provides an opportunity to acquire personal care skills and knowledge about the issues related to caregiving. The course is intended to reduce caregivers' stress, enables them to provide better care, and avoid the unnecessary institutionalization of their homebound elderly. It is also for the elderly who want to learn more about themselves, their peers, and the aging process. The course helps participants to: (1) increase their understanding and knowledge of the aging process; (2) understand the psychological and medical problems associated with aging; (3) acquire personal care skills; (4) identify and resolve common problems associated with caregiving; (5) acquire a knowledge of community resources and their function; and (6) develop and express ways to help themselves while helping their elderly relatives maintain active and productive lives. This course is divided into six 2-hour sessions: (1) the psychological aspects of caregiving; (2) medical problems of aging; (3) age-related changes in vision, hearing, and speech; (4) finding and using community resources; (5) personal care skills development for informal caregiver; and (6) assessing the situation—where do you go from here. Five appendices are included: a glossary of new terms; a home safety checklist; a care-receiver information page; a medication list; 17 suggested readings; and 102 resource organizations. (NLA)

ED 330 836 CE 057 545
Caring for Alzheimer's Patients. Supplement to Caregivers' Practical Help to Assist Those Who Care for Patients with Dementia Related Diseases - El Cuidado de los Pacientes de Alzheimer. Suplemento de Ayuda Practica para las Personas Encargadas para Ayudar a los que Cuidan a Pacientes que Sufren de Enfermedades Relacionadas con la Demencia.
 New York State Office for the Aging, Albany.
 Pub Date—[90]
 Note—169p.; For a related document, see CE 057 543.

Language—English; Spanish
 Pub Type—Multilingual/Bilingual Materials (171)
 —Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
 Descriptors—*Alzheimer's Disease, Community Information Services, *Family Caregivers, Financial Support, Health Conditions, *Mental Disorders, Mental Health, *Older Adults, Patients, *Self Care Skills, Social Networks, Social Support Groups, Spanish, Stress Management

This manual is intended for caregivers of homebound patients with Alzheimer's disease and others who are mentally impaired. It deals with the nature of Alzheimer's, the decline in a patient's abilities, information about available services, and legal and financial issues. The manual provides guidance and suggestions to lessen the daily stress experienced by caretakers and it focuses on the dual nature of the caregiver role—patient care and self-care. The manual has five objectives: (1) to understand Alzheimer's and dementia-related diseases; (2) to understand the progressive stages of Alzheimer's disease in terms of patient traits and reactions; (3) to deal more effectively with caregiver and patient needs; (4) to acquire skills to help in caregiving role; and (5) to obtain greater knowledge of community resources. Four chapters offer information to the caregiver: (1) what is Alzheimer's disease; (2) the role of the caregiver; (3) dealing with the decline in patient's ability; and (4) where to go for help and assistance. Twenty-one references, addresses for 13 local New York chapters of the Alzheimer's Association, the New York City Department for the Aging, the Alzheimer's resource center, 7 New York State Assistance Centers, and 60 Local Offices for the Aging in New York are included. (NLA)

ED 330 837 CE 057 550
Vansickle, Timothy R. Prediger, Dale J. Placing Occupations on Holland's Hexagon via Scores for Holland Types.
 Pub Date—6 Apr 91
 Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 6, 1991).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Career Choice, Career Counseling, Career Development, *College Graduates, *Congruence (Psychology), Higher Education, *Interest Inventories, *Multivariate Analysis, *Occupational Clusters

Identifiers—*Holland Vocational Preference Inventory
 This paper illustrates a procedure for using the interest scores of occupational group members to locate occupations on Holland's hexagon. The procedure locates occupations throughout the hexagon—not just at the six points. The Holland types are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). Score profiles for Holland's six types and current occupations were obtained from a sample of 3,612 4-year college alumni. The hexagon locations of 51 occupations pursued by these alumni were determined through the application of hexagon-based weights to their score profiles. The weights convert the profiles to scores on the data/ideas and things/people work task dimensions that underlie Holland's hexagon. Several applications of hexagon locations are described, including a Hexagon Congruence Index (HCI) that reports person-occupation congruence on a scale anchored to the hexagon. The HCI can be used with six-score profiles of Holland's types, three-letter codes, two-letter codes, high-point codes, or any combination of these reporting procedures. Four tables, 3 figures, 35 references, and an appendix describing statistical analysis procedures used in the study are included. (Author/NLA)

ED 330 838 CE 057 551

Steczak, Cheryl. Basic Skills Instruction. A Vocational Teacher's Guide.

Pittsburgh Univ., Pa.
 Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
 Pub Date—Mar 88
 Note—16p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Basic Skills, Communication Skills, Integrated Curriculum, Mathematics Instruction, Postsecondary Education, Reading Instruction, Science Instruction, Secondary Education, *Teaching Methods, *Vocational Education, Writing Instruction

This booklet is intended to help vocational teachers identify students who need remediation in one or more of the basic skills areas and to provide suggestions for assisting students in acquiring the basic skills they will need for employability. The guide provides information about basic skills in each of five areas (reading, writing, mathematics, science, and communication) and suggestions for teaching these skills in the content areas of vocational education. The final section provides four references. (KC)

ED 330 839 CE 057 552
Development of Articulated Competency-Based Curriculum in Computer Assisted/Computer Integrated Manufacturing Technology. Final Report.

Luzerne County Community Coll., Nanticoke, Pa.
 Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
 Pub Date—30 Sep 88
 Contract—85-8025

Note—180p.; For an earlier report, see ED 288 019.
 Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.
 Descriptors—*Articulation (Education), Community Colleges, *Competency Based Education, *Computer Assisted Manufacturing, Computer Software, Course Content, *Curriculum Development, Equipment, Regional Schools, Secondary Education, Two Year Colleges, *Vocational Schools

Identifiers—*Computer Integrated Manufacturing, Luzerne County Community College PA
 The project described in this report was conducted at the Community College of Luzerne County (Pennsylvania) to develop, in conjunction with area vocational-technical schools, the second year of a competency-based curriculum in computer-integrated manufacturing (CIM). During the project, a task force of teachers from the area schools and the college developed courses and competencies for both secondary and postsecondary CIM programs. The task force also developed materials and equipment lists, supervised the layout of the CIM laboratory in a new Advanced Technology Center, created a competency-based catalog of proposed courses, and implemented the program. Most of this document consists of the curriculum materials, including competencies for 10 CIM courses, recommendations for equipment/software selection, and recommendations for articulation. Attachments include a list of task force members, task force data and recommendations, the Advanced Technology Center brochure, a program brochure, and specifications for seven pieces of equipment. (KC)

ED 330 840 CE 057 554
Development of Articulated Competency-Based Curriculum in Laser/Electro-Optics Technology. Final Report.

Luzerne County Community Coll., Nanticoke, Pa.
 Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
 Pub Date—30 Sep 88
 Contract—85-8027

Note—147p.; For an earlier report, see ED 288 020.
 Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.
 Descriptors—*Articulation (Education), Community Colleges, *Competency Based Education, Computer Software, *Curriculum Development, Electronics, Equipment, *Lasers, *Optics, Physics, Regional Schools, Secondary Education, Two Year Colleges, Vocational Schools

Identifiers—Luzerne County Community College

PA

The project described in this report was conducted at the Community College of Luzerne County (Pennsylvania) to develop, in conjunction with area vocational-technical schools, the second year of a competency-based curriculum in laser/electro-optics technology. During the project, a task force of teachers from the area schools and the college developed courses and competencies for both secondary and postsecondary laser/optics programs. The task force also developed materials and equipment lists, supervised the layout of the laboratory in a new Advanced Technology Center, created a competency-based catalog of proposed courses, and implemented the program. Most of this document consists of the curriculum materials, including competencies for four courses in laser/electro-optics technology, recommendations for equipment/software selection, and recommendations for articulation. Attachments include a list of task force members, task force data and recommendations, the Advanced Technology Center brochure, a program brochure, specifications for two laboratories, and information on use of a laser laboratory for technical physics. (KC)

ED 330 841 CE 057 556
Development of Articulated Competency-Based Curriculum in Automated Systems/Robotics Technology. Final Report.

Luzerne County Community Coll., Nanticoke, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Sep 88

Contract—85-8029

Note—233p. For an earlier report, see ED 288 018.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Articulation (Education), *Automation, Community Colleges, *Competency Based Education, Computer Software, Course Content, *Curriculum Development, Equipment, Regional Schools, *Robotics, Secondary Education, Two Year Colleges, Vocational Schools

Identifiers—Luzerne County Community College PA

The project described in this report was conducted at the Community College of Luzerne County (Pennsylvania) to develop, in conjunction with area vocational-technical schools, the second year of a competency-based curriculum in automated systems/robotics technology. During the project, a task force of teachers from the area schools and the college developed courses and competencies for both secondary and postsecondary robotics programs. The task force also developed materials and equipment lists, supervised the layout of the laboratory in a new Advanced Technology Center, created a competency-based catalog of proposed courses, and implemented the program. Most of this document consists of the curriculum materials, including competencies for eight automated systems/robotics courses, recommendations for equipment/software selection, and recommendations for articulation. Attachments include a list of task force members, task force data and recommendations, the Advanced Technology Center brochure, a program brochure, and specifications for three pieces of equipment. (KC)

ED 330 842 CE 057 560
Malmgren, Thomas And Others
Development of Specialized Advanced Materials Curriculum.

Bedford-Everett Area Vocational-Technical School, Everett, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Jun 88

Contract—85-8034

Note—207p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Articulation (Education), *Competency Based Education, *Computer Assisted Design, *Computer Assisted Manufacturing, Curriculum Development, Lesson Plans, Machine Tools, Occupational Safety and Health, Postsecondary Education, Secondary Education, Technological Advancement

Identifiers—*Materials Technology

This course is intended to give students a comprehensive experience in current and future manufacturing materials and processes. It familiarizes

students with: (1) base of composite materials; (2) composites—a very light, strong material used in spacecraft and stealth aircraft; (3) laminates; (4) advanced materials—especially aluminum alloys; (5) computer-assisted design (CAD) and computer-assisted design and manufacturing (CAD/CAM); and (6) traditional manufacturing processes peculiar to the processing of composites. The document begins with a brief report of the curriculum development project. There are 10 units in this course: (1) introduction to advanced materials used in manufacturing and fabrication; (2) characteristics of composite materials; (3) design considerations—processing composite materials; (4) design and drafting—CAD utilization; (5) safety; (6) machine processes; (7) integrated CAD/CAM with advanced materials machining and fabricating processes; (8) fabrication processes; (9) finishing operations; and (10) other technical occupations in the composite materials industry. For each unit, the following are provided: competencies, performance objectives, learning activities, teaching aids, and a list of evaluation methods. In addition, there are instructor's notes for teaching CAD with CADKEY software, a pilot project—corrosion-proof boat trailer, research, proposed articulation agreements, and 12 references. (NLA)

ED 330 843 CE 057 570
Entrepreneurship. Curriculum Utilization. Final Report.

Parkway West Area Vocational-Technical School, Oakdale, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Jun 88

Contract—85-8043

Note—327p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Competency Based Education, Employer Employee Relationship, *Entrepreneurship, Instructional Materials, Insurance, Legal Responsibility, Lesson Plans, Marketing, Money Management, Secondary Education, *Small Businesses

This report is the outcome of a project to review existing competency-based entrepreneurship curriculum materials and develop a 30-hour course to be used in all vocational-technical curricula at Parkway West Area Vocational School (Pennsylvania). Following a brief project description, the bulk of the document is composed of a teacher's manual and student activity guide. Eight units are included: (1) understanding the nature of small business; (2) developing a business plan; (3) identifying types of ownership and legal responsibilities; (4) promoting your business; (5) starting your own business; (6) maintaining financial records; (7) managing employer/employee relations; and (8) protecting your business. The teacher's manual contains an introduction, teaching plans for each objective, and teacher lecture notes. The teaching plan identifies the unit, task, time allotted for each task, and a performance objective. For each class activity, supplementary materials are listed, and procedures for evaluation that identify the ways a teacher can monitor student progress are provided. Each unit in the student activity guide has a list of unit objectives and student activity sheet for each objective. Fifty-three references are included. (NLA)

ED 330 844 CE 057 579
Pecosh, Joseph
Project TECH (Technology Education Curriculum Help).

California Univ. of Pennsylvania.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Jun 88

Contract—85-8052

Note—267p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Articulation (Education), Competency Based Education, *Curriculum Development, *Demonstration Programs, Information Dissemination, Junior High Schools, Postsecondary Education, Program Effectiveness, *Technology

Identifiers—*Pennsylvania, *Technology Education
California University of Pennsylvania developed

Project Technology Education Curriculum Help (TECH) for two school districts in Western Pennsylvania. Six objectives were achieved: (1) organized two pilot school districts to serve as curriculum models in technology education for other schools throughout the commonwealth; (2) established California University as a resource center for the dissemination of curriculum materials in technology education to interested school districts; (3) developed a demonstration curriculum development project in two public schools; (4) modified the Industry and Technology Curriculum Plan to include competency-based education that fits the resources and needs of schools; (5) provided a vehicle for articulation efforts among secondary and postsecondary institutions providing technical education in Southwestern Pennsylvania; and (6) evaluated the success of Project TECH, its ability to provide significant resources for area schools, and its use as a model. The bulk of the document consists of six appendices as follows: (1) questionnaires and report of a survey of Southwestern Pennsylvania school districts on the status of technology education programs; (2) sample third-party articulation contracts; (3) course outlines and sample technology activities for grades seven (exploring technology), eight (applying technology), and nine (technological enterprise); (4) letters of support for continuing Project TECH; (5) Project TECH progress report for Charters-Houston school district (Pennsylvania); and (6) Project TECH report for Cannon-McMillan school district (Pennsylvania). (NLA)

ED 330 845 CE 057 583
Gentzler, Yvonne S. And Others

The Development of Instructional Materials on Managerial Skills for Pregnant Teenagers. Final Report.

Pennsylvania State Univ., University Park. Div. of Counseling and Educational Psychology and Career Studies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—Jun 88

Contract—85-8056

Note—73p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Daily Living Skills, *Decision Making Skills, *Early Parenthood, Educational Resources, Heads of Households, Interpersonal Relationship, Money Management, Parent Attitudes, Parent Role, *Pregnant Students, Secondary Education, Social Services, Stress Management, Unwed Mothers, Values Clarification

Described in this document is a 1-year project that developed instructional materials to be used in public schools to educate pregnant teenagers in life management skills. During the project, an advisory committee composed of a home economics teacher, personnel from existing programs for pregnant teenagers, and young mothers who are heads of households was formed to develop the materials. The materials were field tested with a sample group of pregnant teenagers. The curriculum materials, "Choices for Young Parents," make up most of this document. The materials contain self-study sheets covering the following topics: changes, attitudes, caring (interpersonal relationship), goal setting, parenthood, assertiveness, continued education, stress management, financial management, decision making, and social agencies. Also included is a teacher's packet consisting of an annotated list of 33 sources for additional instructional materials and short descriptions of 26 programs for pregnant adolescents. A bibliography lists 150 references. (KC)

ED 330 846 CE 057 587
Marketing Education Computer Curriculum. Final Report.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—30 Jun 88

Contract—85-8060

Note—60p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Competency Based Education, *Computer Managed Instruction, *Computer

Software Development, Computer Software Evaluation, Course Content, Curriculum Development, *Educational Needs, *Marketing, *Menu Driven Software, Needs Assessment, Secondary Education

Identifiers—*Pennsylvania

A project developed computer software based upon Interstate Distributive Education Consortium (IDEC) competency-based materials to produce a new curriculum management system for Pennsylvania secondary marketing education programs. During the project, an advisory committee composed of secondary marketing teachers, business people, and computer consultants was formed. The committee assisted in the construction of a survey instrument designed to assess the computer curriculum needs of the state's secondary marketing education teachers. The survey was mailed to the 134 teachers listed in the 1986 Pennsylvania Marketing Education Association Directory. Usable surveys were returned by 83 (63 percent) of the teachers. Data gathered in the survey supported the need for a marketing education computer curriculum management software program. The program was then developed using a menu-driven system consisting of student and competency databases. (Attachments to the report include a 17-item bibliography and 9 appendices: a list of IDECC competencies for the Pennsylvania Scope of Instruction in marketing, the survey form, correspondence, advisory committee members, advisory committee meeting agendas, memos, and a rating of 16 computer software programs.) (KC)

ED 330 847

CE 057 589

Ennis, Rex. *Davidson, Deborah*

A Life of Its Own: Adult Literacy Work in a Small Group.

Council of Adult Education, Melbourne (Australia). Pub Date—[89]

Note—92p.; Funded by the Australian Commonwealth Government's National Policy on Languages

Available from—Publications Department, Council of Adult Education, 256 Flinders Street, Melbourne, Australia 3001 (\$12.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, *Beginning Reading, Developed Nations, Foreign Countries, *Group Dynamics, Grouping (Instructional Purposes), Illiteracy, *Literacy Education, Program Descriptions, Program Development, Program Implementation, Reading Instruction, *Small Group Instruction, Writing Instruction

Identifiers—*Australia (Victoria)

This publication provides materials on the Small Group Learning Methodology Project in Victoria, Australia. The first chapter concerns the purpose of small groups in adult literacy learning. Chapter 2 deals with types of adult literacy programs, interviews, student needs, student placement, and forming groups. Chapter 3 discusses group processes, including the tutor's role and group organization. Chapter 4 presents case studies of six groups. "Experimenting with Structure: News and Music" (Barbara Goulborn) describes a beginner literacy group, which used a new approach that emphasized reading. "Women's Group in a Neighbourhood House" (Helena Spyrou) discusses planning done on the basis of continuing student evaluation formalized by a brief survey at the end of each class session. "From Reading to Writing to Reading" (Aileen Treloar) establishes a rationale for the approach and describes a session involving the share/reading of a classic story. "Developing the Writing Habit" (Kay Elias) discusses a group that was introduced to new genres and worked on the conventions of writing. "Getting Started with a Beginner Reading Group" (Rosa McKenna) describes two cycles of lessons. "Experience and Language-Towards a Balanced Diet" (Rex Ennis) describes a first-hand experience in shopping and cooking that integrated literacy, numeracy, language, and experience. Chapter 5 is an annotated bibliography of 26 references. (YLB)

ED 330 848

CE 057 591

Cruze, John A. *Comp.*

1990 Cooperative Education Student Employee

Salary & Benefits Survey, Midwest Region.

Wayne State Univ., Detroit, MI. Div. of Student Affairs.

Pub Date—1 Feb 91

Note—63p.; Sponsored by the Dow Chemical Company.

Available from—Wayne State University Placement Services, 650 West Kirby, Detroit, MI 48202 (\$15.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *Cooperative Education, *Fringe Benefits, Higher Education, *Salaries, *Student Employment, *Surveys

Identifiers—Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, *United States (Midwest), Wisconsin

This cooperative education survey of student employee salaries and benefits supplies information to educational practitioners throughout the Midwest interested in providing their student employees with reasonable and fair remuneration for their work. Two survey questionnaires were used, one for bachelors' degree programs and another for associate degree programs. Of the 3,785 surveys sent to employers by participating colleges, 477 usable surveys were returned. The salary tables in this document are arranged in the following groups: (1) Midwest region bachelors' degree level; (2) Midwest region associate degree level; (3) Midwest bachelors' level regional comparisons; (4) comparative ranking of benefits-region versus state; (5) state summaries of bachelors' level salaries and benefits; and (6) additional benefits provided by some employers. The document concludes with a list of colleges and universities from Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, and Wisconsin supporting the survey. (NLA)

ED 330 849

CE 057 592

Duke, Chris. *And Others*

Grassroots Approaches to Combatting Poverty through Adult Education. Supplement to Adult Education and Development, No. 34.

German Adult Education Association, Bonn (West Germany).

Report No.—ISSN-0342-7633

Pub Date—90

Note—221p.

Available from—German Adult Education Association, Dept. of International Cooperation, Rheinallee 1, 5300 Bonn 2, Federal Republic of Germany.

Journal Cit—Adult Education and Development; n34 suppl 1990

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adult Education, Community Development, Comparative Education, Developing Nations, *Economic Development, Employed Women, Females, Foreign Countries, International Studies, National Programs, *Program Effectiveness, *Program Implementation, Self Employment, *Womens Education

Identifiers—Australia, India, Kenya, Swaziland

This supplement to "Adult Education and Development," a journal for adult education in Africa, Asia, and Latin America, refers to and is intended as a companion volume to "Combatting Poverty through Adult Education: National Development Strategies" (Croom Helm 1985). In addition to an introductory chapter and a conclusion, this book contains seven stories of the relationship between adult education and development and findings on local and grass-roots adult education. Chapter 1 discusses international comparative study in adult education and global issues, briefly reviews national development strategies and introduces the seven accounts of adult education projects in Africa, Asia, and Aboriginal Australia. Each case study begins with an introduction and summary. "White Health for Black Australians—A Cautionary Tale" (Sandra Stacy) describes a well-intentioned project that was culturally ill-tuned to its clientele. "Women Working Together—Learner-Determined Priorities in the Tototo-Kilemba Programme" (Noreen Clark) reports an indirect, need-based program in Kenya concerned with women and health. "Developing Women's Income-Generating Skills in Swaziland" (Simanga Nxumalo) discusses a project that emphasized the link with borrowing facilities to break the hold of money-lenders. "Organising Women for Action—Self-Employed Women's Association (SEWA)" (Anita Dighe) reveals a delicate balance between cooperation and confrontation with authority and other interests opposed to women's development in India. "Learning and Action in

Rajasthan—The Work of Seva Mandir" (Om and Ginny Shrivastava) provides an optimistic view of the Indian National Adult Education Programme. "From Health Care to Community Development: Broadening the Base of Gonoshasthya Kendra" (Rezaul Haque) studies the growth of a new Indian nongovernmental organization. "Organising Agricultural Labourers in Southern India: Association for the Rural Poor" (Felix Sugirtharaj) is an account of the rationale for and approach to "development from below." Chapter 9 is a review of the seven case studies. It highlights: (1) the researchers' perceptions of performance measurement; (2) main achievements; (3) common themes; (4) recurring issues; and (5) implications. (YLB)

ED 330 850

CE 057 595

California Cultural Awareness Resource Guide for Adult Educators and Employers.

Chinatown Resources Development Center, San Francisco, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—84

Note—140p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Education, Classroom Techniques, *Corporate Education, *Cross Cultural Training, *Cultural Awareness, Cultural Differences, Cultural Influences, Ethnic Relations, *Intercultural Communication, Intercultural Programs, Learning Activities, Resource Materials, Staff Development, Teaching Methods, *Trainers, Workshops

This guide provides California's adult educators and employers with useful cross-cultural communication training techniques. These strategies are intended for application in both adult education and employment contexts to enhance the overall quality of communication between individuals of differing cultural backgrounds. The first two sections present in written form training materials that have been used in training sessions for employers and educators. The first section contains material to be covered in introductory workshops. An outline of content and timing is provided. Topics include dynamics of cross-cultural interaction, culturally influenced values and attitudes, English for intercultural communication, and culture conflicts in case studies. The second section presents materials for those interested in conducting cross-cultural communication training sessions in their specific school or work contexts. Topics include design of a cultural awareness workshop, needs assessment, needs assessment techniques, setting objectives and choosing content, selection of training methods and techniques, aspects of designing and conducting a workshop, and workshop evaluation. A list of 62 references is provided. The final section offers a comprehensive 43-page listing of print resources, other media resources, and resource persons. (YLB)

ED 330 851

CE 057 600

Glass, Bernhard

Literacy Education in Industrialized Countries.

Reasons and Programs for Promoting Basic Cultural Techniques in the Federal Republic of Germany and Other Countries of the Europe Region.

German Commission for UNESCO, Bonn (West Germany).

Report No.—ISBN-3-927907-01-4

Pub Date—90

Note—78p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Developed Nations, Educational History, Educational Needs, Educational Research, Foreign Countries, Functional Literacy, *Illiteracy, *Industrialization, International Cooperation, *Literacy Education, Needs Assessment, Program Implementation, Unemployment, Youth Employment

Identifiers—*West Germany

This publication presents a collection of materials on the German experience with literacy education. A timeline offers a brief account of adult literacy in the Federal Republic of Germany. "Literacy as a Problem in the Federal Republic of Germany" identifies the causes and impacts of "second-order illiteracy" (the loss of reading and writing skills acquired at school). It discusses causes of illiteracy, literacy education practice, projects, and perspec-

tives on what needs to be done. The next section provides materials from the First UNESCO Workshop on Preventing Functional Illiteracy and Integrating Youth into the World of Work. A summary report discusses causes of illiteracy as identified by participants, including poverty, family background, and the media and illiteracy and employment. "Literacy in Industrialized Countries" summarizes conclusions and recommendations of the workshop, including definition of illiteracy/literacy, programs and measures, research, development and funding, structure and organization, implementation, and international cooperation. Experts' comments on literacy follow. The next section is a short history of literacy education since 1946. "The Federal Republic of Germany Preparing for International Literacy Year 1990" (Traugott Schoeffthaler) introduces several ways of international cooperation in promoting reading and writing as cultural techniques. "Towards Basic Education for All" (Kurt Mueller) expands upon this German point of view. Appendices include 26 references and a list of addresses of literacy agencies. (YLB)

ED 330 852 CE 057 602
McDonnell, Lorraine M. Grubb, W. Norton

Education and Training for Work: The Policy Instruments and the Institutions.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Apr 91

Contract—V051A80004-88A

Note—75p.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-025: \$4.50).

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Policy, Education Work Relationship, Federal Aid, Federal Government, Federal Legislation, Federal Regulation, *Government Role, *Job Training, *Policy Formation, Postsecondary Education, Program Design, Program Development, Public Policy, Secondary Education, State Aid, *State Government, *Vocational Education, Welfare Recipients
Identifiers—Job Training Partnership Act 1982

A study analyzed the role of state governments in implementing federal education and job training policies and in designing and implementing their own policies. A framework was developed for understanding policy instruments used to promote education and training objectives: mandates, inducements, capacity-building, and system-changing. Each type embodied a different set of assumptions about (1) the policy problem to be addressed; (2) policy targets and expected effects; and (3) costs and who bears them. The framework provided an overview of the five major domains of education and training policy and distinguished areas in which implementation had shown the policies' underlying assumptions to be valid from those in which problems suggested a mismatch. The five policy domains—secondary vocational education, postsecondary vocational education, Job Training Partnership Act programs, state-funded job training programs linked to economic development strategies, and welfare-to-work programs—were based on inducements. They varied in types of secondary instruments combined with inducements, role of different levels of government, focus, and extent to which implementation was shaped by other policies. Policy design showed four trends: (1) more complex policy instruments over time; (2) a shift in balance between federal and state policy initiatives; (3) proliferation of education and training programs; and (4) assumption of new responsibilities by existing institutions. (71 references) (YLB)

ED 330 853 CE 057 605

A Review of Two Years of Coordination: JTPA Programs, Secondary Vocational Education, Technical Education.

South Carolina State Council on Vocational and Technical Education, Columbia.

Pub Date—Mar 91

Note—37p.

Pub Type—Reports—Research (143) — Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Cooperative

Programs, *Coordination, Economically Disadvantaged, Educational Legislation, Educational Planning, Federal Legislation, Federal Programs, *Job Training, Postsecondary Education, *Program Effectiveness, Program Evaluation, Secondary Education, *State Programs, State Surveys, Two Year Colleges, *Vocational Education, Youth Programs

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, *Job Training Partnership Act 1982, *South Carolina

This report presents results from an evaluation of the adequacy and effectiveness of South Carolina vocational education program delivery systems under the Carl D. Perkins Act and Job Training Partnership Act (JTPA). Data from nine Service Delivery Areas (SDAs) for Program Years 1988 and 1989 show allocations, expenditures, program performance, and achievement of performance standards. SDAs' responses are provided to survey questions regarding performance standards, services, and coordination. Responses from 41 of 113 surveys mailed to School District Vocational Coordinators and Vocational Center Directors and 12 of 16 surveys mailed to technical college JTPA coordinators relate to perceptions of JTPA and coordination with JTPA. Data from the JTPA State Administrative Unit includes funding distribution and responses regarding coordination with other groups; service to populations with serious barriers to employment; and performance standards. Findings include the following: (1) the perception is that smaller organizations are not as competitive in the grant process; (2) coordination is progressing; (3) SDAs desire to be more involved in planning and policy-making; (4) secondary education lacks fundamental knowledge about JTPA; and (5) performance standards are viewed favorably. Recommendations include orientation regarding JTPA; identification of ways to assess and document participants' skill levels; and better categorization of participant data. A list of state council members and a glossary are appended. (YLB)

ED 330 854 CE 057 607

Crew, Edith Lewis, John L.

Building a Graduate Professional Culture: A Case for Student Involvement in Developing and Sustaining an Adult Education Graduate Program.

Pub Date—2 Nov 90

Note—12p. A synopsis of a paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Educators, Advocacy, Case Studies, *Graduate Study, Higher Education, Program Descriptions, Program Development, Student Organizations, *Student Participation, *Voluntary Agencies

Identifiers—*Florida State University, *Organizational Culture

A proposed approach to the generation of a graduate professional culture is grounded in the planned, systematic involvement of students in developing and sustaining a graduate adult education program. The approach has a conceptual basis in the works of Jahns and Urbano (1986), who presented a framework of developmental stages toward completion of a doctoral degree, and reflects the work of Brunner et al. (1959), who affirmed the efficacy of voluntary associations as adult education in action. A case in point is the Adult Education Colloquium (AEC) at Florida State University (FSU). Since its beginnings in the late 1960s, the AEC has served as a participant learning structure for adult education graduate students. It enjoys a status as both an AEC and adult education club and serves its original purposes of being an academic experience and social outlet. With the reduction of the FSU adult education faculty, the AEC has expanded its role to include program advocacy. Especially valuable to AEC members has been the ongoing program development activity. Noteworthy is the proactive stance taken by graduate students concerning the adult education program. Another benefit is the increased opportunity for shared professional development. (Two references and a list of AEC benefits are appended.) (YLB)

ED 330 855 CE 057 615

Wisconsin VTAE Pipefitting Apprenticeship Curriculum. Instructor Guide, Apprentice Guide, [and] Wisconsin VTAE Pipefitting Competency Profile.

Northeast Wisconsin Technical Inst., Green Bay. Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Pub Date—89

Note—836p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF05/PC34 Plus Postage.

Descriptors—*Air Conditioning, *Apprenticeships, Behavioral Objectives, Competency Based Education, Curriculum Guides, *Heating, Hydraulics, Learning Activities, *Plumbing, Postsecondary Education, *Refrigeration, Student Evaluation, *Trade and Industrial Education, Units of Study, Welding

This curriculum guide contains 18 units for a course to assist apprentices in learning the pipefitting trade. Introductory materials include lists of suggested audiovisual materials, competencies, and textbooks and approximate times for each unit. Each instructional unit includes some or all of the following components: competencies, instructional objectives, learning activities, application exercises, evaluation/checkout, list of equipment, list of learning materials, audiovisual materials, and resources. Answers to exercises and evaluations are appended to each unit. Units cover introduction to the trade; brazing and soldering; chemical handling; hot water heating systems; hydraulics; insulation; mathematics; physics; pipe hangers and supports; pipe welding and welding-basic skills; pneumatics; process pipe drafting; process piping fabrication; process steam systems; refrigeration and air conditioning; rigging; templet development; and valves, packings, and gaskets. Copies are provided of the apprentice guides for each of the units. These list the competency; instructional objectives; learning activities; and evaluation/checkout. An attached handbook for supervisors includes a series of application exercises for the apprentice. They correspond with competencies and learning objectives learned in the classroom. (YLB)

ED 330 856 CE 057 624

Industrial Sheet Metal Apprentice Curriculum.

Instructor's Guide [and] Apprentice Guide.

Northeast Wisconsin Technical Coll., Green Bay. Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 89

Note—718p.

Pub Type—Guides—Classroom—Teacher (052) —

Guides—Classroom—Learner (051)

EDRS Price—MF04/PC29 Plus Postage.

Descriptors—*Apprenticeships, *Competency Based Education, Course Content, Course Organization, Job Skills, Laboratories, Learning Activities, Machine Tool Operators, *Machine Tools, Occupational Safety and Health, Postsecondary Education, *School Shops, Secondary Education, *Sheet Metal Work, Skill Development, Test Items, Trade and Industrial Education, Vocational Education, Welding

This packet contains competency-based curriculum guides for a sheet metal apprentice program for both teacher and students. Following a competency list and a list of recommended textbooks, the guides provide 12 units covering the following topics: safety, communication, feasibility study, planning, material list, layout, fabrication, fasteners, welding, rigging, installation, and repair. Each unit contains one to six lesson plans. Teacher lesson plans consist of some or all of the following: competency list, objectives, learning activities, applications, evaluation/checkout, learning materials, equipment and materials needed, resources, information sheet(s), assignment sheet(s), sample test questions, and answers to sample test questions. Student lessons contain the same items with the exception of sample test questions and answers. A competency profile to record student achievement is also provided. (KC)

ED 330 857 CE 057 631

Barber/Cosmetologist Curriculum. Program Information.

Moraine Park Technical Coll., Fond du Lac, WI. Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Aug 88

Note—108p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Barbers, Behavioral Objectives, Competency Based Education, *Cosmetology, Course Content, Curriculum Guides, Learning Modules, Program Content, Service Occupations, *Trade and Industrial Education, Two Year Col-

leges, Units of Study

This guide provides the instructor with materials for a barber/cosmetologist program. Seventeen study guides are provided: anatomy and physiology; applied chemistry; chemical straightening/relaxing; chemical waving; electricity and light therapy; facial services; hair coloring and lightening (bleach); hair cutting; hair, skin, and nail disorders; hair styling; implements and equipment; manicuring; professionalism; sanitation; scalp treatments; shampooing; and shaving. Each study guide consists of 1 to 14 modules. Components provided for each module are the competency and instructional objectives. Learning activities and evaluation methods have been left to the instructor's discretion to allow for differences in teaching methods and lab facilities. The study guides are suitable for copying for student use, after the instructor has filled in intended learning activities and evaluation methods. The curriculum is designed to allow for flexibility in teaching the modules, so that the instructor may choose to teach several modules from a study guide in one semester and the other modules in the second or third semester. (YLB)

ED 330 858 CE 057 633

Responsible Beverage Service Course. Instructor Curriculum [and] Student Workbook.

Moraine Park Technical Coll., Fond du Lac, WI.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—Oct 88
Note—99p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Alcoholic Beverages, Behavioral Objectives, Curriculum Guides, Drinking, Hospitality Occupations, *Legal Responsibility, Postsecondary Education, Service Occupations, Tests, Transparencies, *Waiters and Waitresses, Workbooks
Identifiers—*Bartenders

This curriculum guide and student workbook provide materials for training for alcoholic beverage servers through a voluntary system that may fulfill local municipal ordinances. The instructor's curriculum guide presents a list of course goals, a list of competencies of the responsible beverage service course, a course format and suggested time sequence for the 4-hour program, suggested instructional techniques, information on use of videotapes and transparencies, suggestions for teaching the local law/ordinance material, and evaluation standards. The instructional program consists of four competencies: laws relating to alcohol beverage service, problems created by intoxicated patrons, behaviors of unsafe drinking levels, and intervention strategies. Materials provided for each competency include instructional objectives; a list of learning activities; instructional content; learning activities, sheets, and forms; a list of transparencies; and transparency masters. Three course tests are placed at the end of the guide. The student workbook contains these components for each competency: instructional objectives; a list of learning activities; and learning activities, sheets, and forms. (YLB)

ED 330 859 CE 057 636

Shakespeare for Adult Education Deans: Lessons from Liberal Learning.

Edison, Paul J.
Pub Date—Apr 91
Note—17p.; A version of this paper was presented at a conference, "Administrative Leadership: Lessons from Liberal Learning" (White Plains, NY, April 14-16, 1991).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Deans, Drama, Educational Administration, *English Literature, *Individual Development, *Literature Appreciation, Postsecondary Education, Professional Development, *Reader Response, Recreational Reading

Identifiers—*Shakespeare (William)

Administrators can acquire a broader range of material drawn from Shakespeare and, by implication, from other great authors as sources for a fuller cognizance of life. The vast field of Shakespearean scholarship and criticism overshadows the works themselves. Nevertheless, adults can rediscover Shakespeare through performances and recreational reading. They approach the plays with their own experiences and find new things to examine. Reading and studying the plays can be pleasurable and

personally satisfying. To experience Shakespeare is to see language as art and to see the power of the spoken word. One's construction and interpretation of the play are challenged by each performance. Other appealing aspects of Shakespeare are the complex characters, the play between illusion and reality, and one of the central issues in many Shakespearean plays—the importance of a good reputation. Shakespeare can help administrators realize the uncertainty of existence so they can place their vocations on a more reasonable level of importance. (9 references) (YLB)

ED 330 860 CE 057 645

Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities. Report of a Conference (Washington, D.C., December 7, 1990).

Northeast Wisconsin Technical Coll., Green Bay.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—7 Dec 90
Contract—43-3J47-0-00869

Note—48p.
Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Apprenticeships, Basic Skills, Business Responsibility, Educational Needs, *Educational Policy, *Education Work Relationship, Futures (of Society), *Models, *Noncollege Bound Students, Policy Formation, Productivity, Public Policy, *School Business Relationship, Secondary Education

Proceedings of a conference that examined the merits of a youth apprenticeship approach for the United States are summarized in this report. Participants included representatives of business, labor, education, and government. The report follows the outline of the conference sessions, presenting a rationale for a new system of preparing noncollege-bound youth for productive membership in the nation's economic and social life, outlining principles that should guide such a system, delineating a proposed model system, critiquing the model, and responding to the criticism from advocates of youth apprenticeship. Three appendices contain the following: (1) a list of youth apprenticeship technical assistance resources, grouped in categories of work-based learning, school-business partnerships, vocational education, curriculum development, school restructuring, and youth employment; (2) a 129-item bibliography grouped into the categories of education and work in a changing society, changes in workplace skills, the state of schools and the need for reform, the rationale for linking education and work, school improvement through business partnerships, vocational education and its reform, schooling and work—lessons from overseas, and work-based learning—current practice, future prospects; and (3) a list of youth apprenticeship programs. (KC)

ED 330 861 CE 057 646

Rural Enterprise Development. Pathfinder. A Guidebook: Making Mid-Career Decisions for the Career Planning Course.

Blackhawk Technical Inst., Janesville, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—[88]
Note—98p.; Document contains colored paper.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Adults, *Agricultural Laborers, Aptitude Tests, *Career Change, Career Choice, Career Development, Career Education, *Career Planning, Course Content, Decision Making, Dislocated Workers, *Farmers, Interest Inventories, Job Applicants, *Job Search Methods, Learning Activities, *Midlife Transitions, Postsecondary Education, Rural Family, Self Evaluation (Individuals), Values

This guidebook provides materials for a Rural Enterprise Development course for farmers, agricultural workers, spouses, and farm families in Rock and Green Counties, Wisconsin. Course goals are to help the user discover career and life options and develop job seeking skills. The guidebook is intended for use as a notebook or journal to record information learned about oneself during the course. An introduction contains a course outline; course objectives and agenda; information on mid-career changes, career development, planning atti-

tude, stress, and loss of a farm; and career decision-making steps. Part 1 focuses on assessing one's interests, experiences, abilities, and values. Part 2 discusses using that information in planning and decision making. Part 3 assists the user in job search and job seeking skills. It covers job applications, resume preparation, cover letter construction, preparing for and taking an interview, post-interview thank-you letters, and job leads. Informative materials, samples and examples, and exercises are provided in each part. Appendixes include a list of resource organizations; list of 11 course references; "pocket resume" format; course evaluation form; and precareer planning course employment referral form. (YLB)

ED 330 862 CE 057 648

Farm Business and Production Management Program Course Competency Record.

Madison Area Technical Coll., Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—[89]
Note—90p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Production, *Animal Husbandry, Check Lists, *Competence, Competency Based Education, Farm Accounts, *Farm Management, Postsecondary Education, Secondary Education, Soil Science, *Student Evaluation

This course competency record is intended to help teachers rate development of student competencies in a farm business and production management program. Competencies are listed for six courses: operating the farm business, soil management, crop management, livestock nutrition, livestock management/farmstead equipment management, and farm records and business analysis. For each course, evidence of achievement of competencies is suggested. Space is provided for teachers to rate students according to the following criteria: awareness, adequate discussion/questions, knowledgeable, attempted application, and adoption/mastery of the competency. Definitions of these ratings are given. (KC)

ED 330 863 CE 057 653

Meeting Needs in Nursing—Curriculum Development. Project Report.

Chippewa Valley Technical Coll., Eau Claire, WI.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—89
Note—464p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Competency Based Education, Course Content, Course Organization, *Curriculum Development, Learning Activities, *Nursing, *Nursing Education, *Physiology, Student Evaluation, Two Year Colleges, Vocational Education

This document contains program development information and a curriculum developed for a 2-year nursing program. The first five sections provide the following: development materials, samples of committee activities, program brochure, information sheet, course descriptions, and study guides and evaluation instruments for the nursing assistant and licensed practical nurse programs. The other 10 sections are syllabi for the following courses: nursing skills I and II, introduction to nursing, nutrition for nursing practice, pathophysiology I, pharmacology, intermediate nursing, intermediate nursing practice I, pathophysiology II, and intermediate nursing practice II. Each course syllabus consists of some or all of the following components: course title, course number, credits, lead instructor, resources, course description, methods of instruction, methods of evaluation, use of skills laboratory, grading, performance test information, and several units of instruction including information sheets, student performance records, and assignment sheets. (KC)

ED 330 864 CE 057 662

Marketing Education (ME)—Curriculum Development and Business Partnerships.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—89
Note—586p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—*Competency Based Education, *Competition, *Distributive Education, Food,

Food Stores, Learning Activities, *Marketing, Merchandising, Postsecondary Education, Retailing, Secondary Education, Student Organizations, *Student Participation, Student Projects
Identifiers—Distributive Education Clubs of America

This publication contains 47 competitive events developed by 40 businesspeople who worked with 20 marketing education teachers. The events are intended for use at the Distributive Education Clubs of America State Career Development Conference. These events are divided into the following categories: advertising services; apparel and accessories; finance and credit; food marketing; restaurant marketing; general retailing; general merchandise retailing; general merchandising; general marketing; tourism marketing; and vehicle and petroleum marketing. Each event consists of some or all of these components as required by the type of event: category and related categories; competencies to be tested; brief description of the event; materials needed; student instruction sheet; contest sheet with answer key; judge's instruction sheet; and adult assistant sheet. These types of activities are the subjects of the events: student role playing; student presentations; and completion of multiple-choice instruments. (YLB)

ED 330 865 CE 057 663

Drafting Lab Management Guide.

Ohio State Univ., Columbus. Instructional Materials Lab.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education. Pub Date—91

Note—92p.

Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (order no. LMG-DR: \$12.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Computer Assisted Design, Course Content, Course Organization, *Drafting, *Engineering Drawing, Laboratories, Laboratory Manuals, *Laboratory Procedures, *School Shops, Secondary Education, Trade and Industrial Education, Vocational Education

This manual was developed to guide drafting instructors and vocational supervisors in sequencing laboratory instruction and controlling the flow of work for a 2-year machine trades training program. The first part of the guide provides information on program management (program description, safety concerns, academic issues, implementation strategies, and evaluation strategies), lifetime skills, entrepreneurship skills, a list of items needed for student tool kits, the drafting laboratory and consumable items, lists of units of instruction for conventional or computer-aided drafting programs, and a competency list for a conventional drafting program. Following sections contain information on organization of the 2 years of the program and outlines of 11 units for junior year and 12 units for senior year. Each unit includes time allotted, lab status, number of new competencies, instructional objective, list of competencies, equipment, tools, materials, and supplies; and suggested management and evaluation strategies. The junior year units cover the following topics: developing professional behavior; developing basic lab skills; drawing geometric projections; creating orthographic projections; dimensioning; sectioning; developing and reinforcing competencies; drawing pictorials; drawing intersections and developments; developing basic computer-aided design skills; and developing and reinforcing competencies. Senior units cover reviewing junior year; developing intermediate computer-aided design skills; preparing machine drawings; developing and reinforcing competencies; preparing architectural drawings; preparing structural drawings; developing and reinforcing competencies; mapping; surveying; preparing electrical and electronic drawings; and developing and reinforcing competencies. An appendix provides drafting laboratory progress charts for recording student competencies. (KC)

ED 330 866 CE 057 664

Machine Trades Lab Management Guide.

Ohio State Univ., Columbus. Instructional Materials Lab.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education. Pub Date—91

RIE SEP 1991

Note—113p.

Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (order no. LMG-MT: \$12.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Course Content, Course Organization, Laboratories, Laboratory Manuals, *Laboratory Procedures, Machine Tool Operators, *Machine Tools, Mechanics (Process), Metal Working, *School Shops, Secondary Education, Trade and Industrial Education, Vocational Education

This manual was developed to guide machine trades instructors and vocational supervisors in sequencing laboratory instruction and controlling the flow of work for a 2-year machine trades training program. The first part of the guide provides information on program management (program description, safety concerns, academic issues, implementation strategies, and evaluation strategies), lifetime skills, entrepreneurship skills, a list of items needed for student tool kits, shop tools and major equipment lists, and a competency list for machine trades. Following sections contain information on organization of the 2 years of the program, rotation charts for the four 9-week periods in each year, and outlines of 13 units for junior year and 11 units for senior year. Each unit includes time allotted, lab status, number of new competencies, instructional objective, list of competencies, and suggested management and evaluation strategies. The junior year units cover the following topics: orientation, shop management, and safety; measuring tools; bench work; layout; power saws; abrasives; shapers; developing and reinforcing competencies; lathes; drill presses; mills; computer-aided manufacturing, numerical control, and robotics (basic); and developing and reinforcing competencies. Senior units cover orientation, shop management, and safety; measuring tools and layout; abrasives (review); superabrasives; heat treating and metallurgy; lathes; developing and reinforcing competencies; drill presses; mills; computer-aided manufacturing, numerical control, and robotics (intermediate); and developing and reinforcing competencies. An appendix provides a progress chart for recording student competencies. (KC)

ED 330 867 CE 057 670

Ramirez, Rafael Swanson, Gordon

State Councils on Vocational Education: Bridging the Gaps and Diminishing the Uncertainties. Working Paper.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Apr 91

Contract—V051A80004-90A

Note—96p.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-231: \$2.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advisory Committees, *Annual Reports, Federal State Relationship, Postsecondary Education, Program Descriptions, *Program Implementation, *Program Improvement, Secondary Education, State Agencies, State Legislation, Statewide Planning, *Vocational Education
Identifiers—*State Councils on Vocational Education

This report is a synthesis of the annual reports of 50 state councils on vocational education for 1988. The summary outlines the governance of vocational education at the state level, the postsecondary level, and in relation to the Job Training Partnership Act. It also discusses the state councils of vocational education in regard to governance, responsibilities, information gathering, surveys and evaluation, education, the public role, and coordination effort. Significant accomplishments found by the synthesis include 124 new vocational education initiatives, 54 cooperative ventures, and 48 state legislative actions. The report suggests that state councils should promote joint planning, train personnel and improve recruitment, develop technological support, provide services to minority and disadvantaged groups, prioritize their recommendations, focus

their agendas, and build bridges with other agencies. Appendices, about 80 percent of the document, are reprints from a January 1990 publication of the National Association of State Councils on Vocational Education. They describe state council actions for the past 6 years. An index to the issues is provided. (KC)

ED 330 868 CE 057 673

Youshock, Joseph M. Gilgannon, Nancy

A Vocational/Special Education Individualized Transitional Planner (School to Work).

Bloomsburg Univ., PA:

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—[87]

Note—346p.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Career Planning, Check Lists, Curriculum Development, *Disabilities, *Education Work Relationship, *Individualized Education Programs, Secondary Education, *Special Education, *Special Needs Students, Student Evaluation, *Vocational Education

This individualized transition plan manual can be used by special and vocational educators in developing a curriculum plan for handicapped or special needs learners based on career goals and job selection. The introductory sections provide a description of the individual transition planning model, an outline of communication skills, and a list of definitions. Individual planning sections are given for 18 curriculum areas: horticulture, apparel assembly, carpentry, food service, plumbing, masonry, sales, cosmetology, electrical, welding, graphic arts, machine tools, scientific data processing, automotive mechanic, residential construction, refinishing and upholstery, computer maintenance and repair, and diesel and heavy equipment maintenance. Each planning section includes an individualized transitional preparation form; check lists for competency in job, safety, mathematics, and vocabulary skills; and a curriculum planning form. (KC)

ED 330 869 CE 057 677

Humphrey, Doris D.

Paralegal Studies Program. Curriculum Utilization. Final Report.

Delaware County Community Coll., Media, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—Jun 89

Contract—85-9017

Note—49p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Associate Degrees, Community Colleges, Course Content, Course Descriptions, *Curriculum Development, Educational Certificates, *Legal Assistants, *Legal Education (Professions), *Program Development, Student Certification, Two Year Colleges
Identifiers—Delaware County Community College PA

A program developed a paralegal studies program for Delaware County Community College in the Philadelphia (Pennsylvania) metropolitan area. Activities included gathering of information on paralegal studies as it related to curriculum content; advisory group establishment; curriculum development; training/educational material development; and review of software needs. The project developed nine new courses and created a 2-year paralegal studies degree. This 10-page report contains course descriptions and programs for the 4-semester associate degree in paralegal studies and two-semester certificate in paralegal studies. Appendices include information on these courses developed by the project: introduction to paralegal studies; legal communications and concepts; legal research and analysis; family law; litigation; corporations and partnerships; real estate law; computer applications for the law office; and estates, trusts, and wills. These course summaries include some or all of the following: general introduction, course competencies, content overview or outline, and reading list. (YLB)

ED 330 870 CE 057 688

Houghton, Teri Craemer, Ronda

Josephine County School District's Implementation Program for Applied Communications in

Three High Schools. Final Report.
Josephine County Unit School District, Ore.
Spons Agency—Oregon State Dept. of Education,
Salem. Div. of Vocational Education.
Pub Date—Jun 89

Note—69p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Communication, *Communication Skills, *Curriculum Development, English Curriculum, *English Instruction, High Schools, *Interpersonal Communication, Learning Modules, Organizational Communication, *Program Implementation, *Vocational Education

Identifiers—*Applied Communication, Josephine County School District OR

Josephine County School District (Oregon) provided the Applied Communications modules to vocationally oriented students at its three high schools. The project's goal was to improve the communication skills of high school graduates. Each high school presented the program in a different manner; all offered English credit. Hidden Valley High School offered a year-long English class, taught jointly by an English teacher and a variety of vocational instructors. North Valley presented the program as a portion of advanced vocational courses. Approximately one-third of class time was devoted to the modules; the other two-thirds involved application of the concepts in a practical setting. Hidden Valley offered an Applied Business Communications class. The English and Business departments worked together to form a core curriculum and designed course content and structure. Students reported improved communication skills; the concept of applied curricula was introduced; and vocational and English teachers collaborated for the first time. A third-party evaluation found that students received substantially higher grades. (Appendix, amounting to approximately two-thirds of the report, include a guide with implementation guidelines for Applied Communications; a case study for Hidden Valley; a report on a Hidden Valley supplemental, year-end student project; and Hidden Valley and North Valley student survey results.) (YLB)

ED 330 871

CE 057 693

Northwest Conference on Competency-Based Vocational Education (6th, Bend, Oregon, October 18-20, 1989).

Central Oregon Community Coll., Bend.

Spons Agency—Idaho State Dept. of Education, Boise. Div. of Vocational Education; Oregon State Dept. of Education, Salem. Div. of Vocational Education; Washington State Board for Vocational Education, Olympia.

Pub Date—Oct 89

Note—606p.

Pub Type—Collected Works - Proceedings (021) — Tests/Questionnaires (160)

EDRS Price - MF01/PC25 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, Conference Proceedings, *Curriculum Development, *Inservice Teacher Education, Job Skills, Learning Modules, *Material Development, Postsecondary Education, Secondary Education, Special Needs Students, *Teacher Developed Materials, Teaching Methods, *Vocational Education

These proceedings contain presentations and materials, including transparency masters, used by presenters, that provide practical experiences in different components of competency-based vocational education (CBVE) curriculum. Introductory materials include the agenda, brief description of sessions, names and addresses of presenters, and evaluation instruments. Presentations include "Adapting Curriculum for CBVE" (Gerry Day); "Principles of Technology" (Jay Wood); "Applied Communications" (Jay Wood); "Applied Math" (Jay Wood); "The Occupational Articulation Database: A System for Managing the Articulation Process" (Greg Harpole); "CBVE for Special Needs Students" (Michelle Sarker); "CBVE—What It Is and What It Isn't" (John Horton); "Counseling Tools: Assessment Link" (Chuck Mollerup, Cheryl Buhl); "Curriculum Alignment" (Harley Schlichting); "DACUM/DATA (Developing a Curriculum/Developing a Task Analysis)" (Gary Mitchell, Bruce Koch); "Instructional Techniques Session" (Peter Maher); "Introduction to CBVE" (Ron Mehner); "Orientation to Applied Subjects" (Larry McClure); "Testing" (Brenda Hattaway); "Writing Performance Objectives" (Jim Stewart); and "Youth Employment Competencies" (Renee Mat-

son). Materials may include learning modules for instructor development; articles; examples; reports; instruments; guides; course outlines; and competency lists. (YLB)

ED 330 872

CE 057 698

Smith, Clifton L.

A Model Philosophy and Program for Post Secondary Marketing and Mid-Management Programs in Missouri. Final Report. Project Number: 89-133-110-1-C.

Missouri Univ., Columbia.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—30 Jun 89

Note—66p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Articulation (Education), College School Cooperation, *Core Curriculum, Course Content, Course Descriptions, *Distributive Education, Educational Mobility, Educational Philosophy, Institutional Cooperation, Internship Programs, *Marketing, *Middle Management, Postsecondary Education, Program Content, *Program Development

Identifiers—Missouri

A project developed a model program philosophy and curricula for postsecondary marketing programs to establish a consistency among Missouri institutions offering these programs. Project activities included a research review; analysis of the scope of offerings of current postsecondary marketing education programs; development, administration, and tabulation of a consensus instrument; development of course outlines based on consensus agreement of "core courses" for postsecondary marketing education programs; and development of a scope of offerings for postsecondary marketing education programs to facilitate articulation. Postsecondary instructors reached consensus on the mission of marketing education, a mission statement, a program identification title (Marketing Management), basic course prefix titles, and the vocational application of the curriculum through marketing internships. Core and support courses were identified. Specific course outlines, scope of the program offerings, and sample articulation agreements for both vertical and horizontal articulation were developed. (Following the 17-page report are these appendices and attachments: outlines for core courses; sample internship instructional management plans; sample articulation agreements—postsecondary institution to postsecondary institution and secondary level to postsecondary level; project procedures; eight references; consensus instrument; and glossary.) (YLB)

ED 330 873

CE 057 705

Schild, Maureen

How to Start an Effective Adult Literacy Program.

Literacy Volunteers of New York City, Inc., NY.

Pub Date—90

Note—57p.

Available from—Literacy Volunteers of New York City, Inc., 121 Avenue of the Americas, New York, NY 10013 (\$12.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Illiteracy, *Literacy Education, Needs Assessment, *Program Development, Program Implementation, Student Recruitment, Teacher Recruitment, Tutoring, Tutors, Volunteers, *Volunteer Training

This manual is planned for use by both community organizations interested in starting literacy programs to serve their neighborhoods and for agencies providing other services to clients who would also benefit from literacy services. It is organized in four parts, which represent various stages in thinking about and starting a new literacy program. Part I focuses on deciding to start a literacy program. Four chapters discuss: evaluation of needs and resources; describe models for literacy programs, with the advantages and disadvantages of each; address the decision to use literacy volunteers' technical assistance; and examine in two case studies how the differences in resources available to each program affected the program's success or failure. Part II deals with planning the program. Four chapters cover hiring staff, recruiting students and volunteer

tutors, and planning the library. Three chapters in Part III address starting the program, including enrolling adult learners, training volunteer tutors through the Literacy Volunteers of New York City model, and starting the educational center. Two chapters in Part IV focus on helping the program develop and grow, including creating a community of learners, developing leadership potential among the students, and helping students graduate and move on. Worksheets are provided at the end of some chapters for planning purposes. (YLB)

ED 330 874

CE 057 707

Johnson, Dell

Teaching Basic Writing Skills to Adults: Introduction.

Pub Date—[90]

Note—11p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, Annotated Bibliographies, Classroom Techniques, *High School Equivalency Programs, Literature Reviews, Teaching Methods, *Writing Instruction, *Writing Skills

Identifiers—*General Educational Development Tests

This publication contains an annotated bibliography of 19 sources of information for instructors of General Educational Development Test (GED) preparation classes and adult basic education classes. An introduction discusses the literature search that identified materials and information to help GED instructors teach adult education, generally, and writing instruction, specifically. It describes the sources and the evaluation of those sources to locate practical suggestions for activities on teaching writing skills or easily understood insights or strategies for teaching adults. The annotated bibliography gives examples of these types of sources: articles, books, student study guides, and organizations. A brief introduction to each type of source offers suggestions for locating more resources. Annotations of print materials, which are in alphabetical order by author, provide this information: author(s), title, publisher and date of publication, pagination, and content summary. Annotations of organizations, arranged alphabetically by name of organization, provide this information: address, telephone number, and description of services. An attachment is a "pathfinder," a shorter version of the annotated bibliography containing fewer annotations. (YLB)

ED 330 875

CE 057 708

Rescue Manual. Module 1.

Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89

Note—51p; For related modules, see CE 057 709-717.

Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$5.50; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, *Natural Disasters, Occupational Safety and Health, Postsecondary Education, Recordkeeping, *Rescue, Safety, Safety Education

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The first 10 modules contains 9 chapters: (1) introduction; (2) occupational stresses in rescue operations; (3) size-up; (4) critique; (5) reports and recordkeeping; (6) tools and equipment for rescue operations; (7) planning for emergency operations; (8) incident command system; and (9) dealing with natural disasters. Key points, an introduction, and conclusion accompany substantive material in each chapter. (NLA)

ED 330 876

CE 057 709

Rescue Manual. Module 2.

Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89

Note—56p; For related modules, see CE 057 708-717. Photographs may not reproduce well.

Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$6.00; set of 10,

\$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, *Motor Vehicles, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The second of 10 modules contains 5 chapters: (1) patient care and handling techniques; (2) rescue carries and drags; (3) emergency vehicle operations; (4) self-contained breathing apparatus; and (5) protective clothing. Key points, an introduction, and conclusion accompany substantive material in each chapter. (NLA)

ED 330 877 CE 057 710

Rescue Manual, Module 3.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89
 Note—39p.; For related modules, see CE 057 708-717. Photographs may not reproduce well. Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$4.25; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, *Electricity, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The third of 10 modules contains 4 chapters: (1) forcible entry; (2) structure search and rescue; (3) rescue operations involving electricity; and (4) cutting torches. Key points, an introduction, and conclusion accompany substantive material in each chapter. (NLA)

ED 330 878 CE 057 711

Rescue Manual, Module 4.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89
 Note—78p.; For related modules, see CE 057 708-717. Photographs may not reproduce well. Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$4.00; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The fourth of 10 modules contains 8 chapters: (1) construction and characteristics of rescue rope; (2) knots, bends, and hitches; (3) critical angles; (4) raising systems; (5) rigging; (6) using the brake-bar rack for rope rescue; (7) rope rescue techniques; and (8) aerial ladder and aerial platform rescue. Key points, an introduction, and conclusion accompany substantive material in each chapter. (NLA)

ED 330 879 CE 057 712

Rescue Manual, Module 5.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89
 Note—51p.; For related modules, see CE 057 708-717. Photographs may not reproduce well. Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$8.00; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, *Hazardous Materials, Learning Modules, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The fifth of 10 modules contains informa-

tion on hazardous materials. Key points, an introduction, and conclusion accompany substantive material in this module. In addition, the module contains a Department of Transportation guide chart on hazardous materials marking, labeling, and placarding. (NLA)

ED 330 880 CE 057 713

Rescue Manual, Module 6.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89
 Note—53p.; For related modules, see CE 057 708-717. Photographs may not reproduce well. Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$6.00; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

Identifiers—*Elevators
 This learner manual for rescuers covers the current techniques or practices required in the rescue service. The sixth of 10 modules contains 4 chapters: (1) industrial rescue; (2) rescue from a confined space; (3) extrication from heavy equipment; and (4) rescue operations involving elevators. Key points, an introduction, and conclusion accompany substantive material in each chapter. (NLA)

ED 330 881 CE 057 714

Rescue Manual, Module 7.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89
 Note—42p.; For related modules, see CE 057 708-717. Photographs may not reproduce well. Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$4.25; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, *Motor Vehicles, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The seventh of 10 modules contains information on extrication from vehicles. Key points, an introduction, and conclusion accompany substantive material in this module. In addition, suggested tools and equipment for extrication procedures are listed. (NLA)

ED 330 882 CE 057 715

Rescue Manual, Module 8.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89
 Note—72p.; For related modules, see CE 057 708-717. Photographs may not reproduce well. Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$8.50; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

Identifiers—*Aircraft, *Helicopters

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The eighth of 10 modules contains 6 chapters: (1) trench rescue; (2) shoring and tunneling techniques; (3) farm accident rescue; (4) wilderness search and rescue; (5) aircraft rescue; and (6) helicopter information. Key points, an introduction, and conclusion accompany substantive material in each chapter. (NLA)

ED 330 883 CE 057 716

Rescue Manual, Module 9.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89

Note—61p.; For related modules, see CE 057 708-717.

Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$7.00; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Learning Modules, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education, *Water

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The ninth of 10 modules contains 7 chapters: (1) ice characteristics; (2) river characteristics and tactics for rescue; (3) water rescue techniques; (4) water rescue/recovery operations; (5) dive operations; (6) water rescue equipment; and (7) water rescue safety tips. Key points, an introduction, and conclusion accompany substantive material in each chapter. (NLA)

ED 330 884 CE 057 717

Rescue Manual, Module 10.
 Ohio State Univ., Columbus. Instructional Materials Lab.

Pub Date—89
 Note—45p.; For related modules, see CE 057 708-716. Available from—Instructional Materials Laboratory, Ohio State University, 842 West Goodale Blvd., Columbus, OH 43212 (\$5.30; set of 10, \$33.00).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, *Emergency Programs, *Emergency Squad Personnel, First Aid, Glossaries, *Hazardous Materials, Information Sources, Learning Modules, Occupational Safety and Health, Postsecondary Education, *Rescue, Safety, Safety Education

Identifiers—Environmental Protection Agency, Occupational Safety and Health Administration

This learner manual for rescuers covers the current techniques or practices required in the rescue service. The tenth of 10 modules contains a 16-page glossary of rescue terms and 3 appendices: (1) 4 computer programs and 32 other technical assistance materials available for hazardous materials; (2) hazardous materials resources—60 phone numbers, 10 Environmental Protection Agency regional offices and telephone numbers, and the 10 U.S. Department of Labor regional offices of Occupational Safety and Health Administration; and (3) 112 hazardous materials reference sources and books. (NLA)

ED 330 885 CE 057 736

Workplace Literacy Assessment Tools.
 Taylor, Maurice C.

Pub Date—June 90
 Note—8p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Adult Education (9th, Vancouver, British Columbia, June 1990).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, *Basic Skills, Educational Needs, Employment Practices, *Employment Qualifications, Entry Workers, Foreign Countries, Literacy Education, On the Job Training, Postsecondary Education, Reading Achievement, Reading Skills, Skilled Occupations, *Student Evaluation, *Test Content, *Tests, *Test Selection, Test Use, Vocational Education, Writing Skills

Identifiers—Canada, Canadian Adult Achievement Test, Gates MacGinitie Reading Tests, Test of Adult Basic Education, *Workplace Literacy

Following a discussion of the basic skills required for an adaptable work force and how employers and workplace literacy providers determine which employees require basic skills training, this paper reviews three literacy instruments that can be used in workplace basic skills programs. A basic skills profile is drawn based on a review of the literature. The test reviews are based on information from the actual test, the test manuals and administrator's guidelines, technical bulletins, a literature search, the Mental Measurements Yearbook, and interviews with instructors in adult literacy and basic education programs. Tests reviewed are the Canadian Adult Achievement Test, the Test of Adult Basic Educa-

tion Forms 5 and 6, and the Gates-MacGinitie Reading Tests Canadian Edition. For each test, information is given on test content, test development, and test usability. The paper suggests that criterion-referenced tests should be developed for employees in basic workplace training, using specific work-related skills. (KC)

ED 330 886

CE 057 737

Taylor, Maurice C.

Workplace Literacy Demands.

Pub Date—Jun 89

Note—6p; Paper presented at the Annual Conference of the Canadian Association for the Study of Adult Education (8th, Quebec City, Quebec, Canada, June 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, Basic Skills, Community Colleges, *Educational Needs, Employment Practices, *Employment Qualifications, *Entry Workers, Foreign Countries, *Job Training, Readability Formulas, Reading Achievement, *Reading Skills, Skilled Occupations, Two Year Colleges, Vocational Education, *Writing Skills Identifiers—Ontario, *Workplace Literacy

A study was conducted to identify the literacy requirements of 10 college vocational training programs and their corresponding occupations. Following a review of 5 years of student records at an eastern Ontario community college, the 10 major vocational programs studied were categorized as follows: motor vehicle mechanic, engineering technician, baker, computer operator, cabinet maker, welder, cook, business equipment service technician, electronics assembler, and refrigeration and air conditioning technician. Reading and writing requirements needed for these programs were identified and compared to those on the job sites for each of the corresponding occupations. Instructors, coordinators, and students were interviewed for each of the vocational preparation programs. Three job sites corresponding to the occupational training program were identified and employees and supervisors were interviewed. Samples of materials used in the training programs and on the job were analyzed and subjected to four readability formulas. The study found that reading was a requirement of both trainees in the vocational programs and of employees on the job sites; however, employees spent much less time reading than trainees. Readability scores for all training program materials and occupational site materials ranged from grade 9 to grade 12 levels. Writing skills needed were higher for trainees than for workers. Suggestions were made to improve training by focusing on job-related materials and vocabulary. (KC)

ED 330 887

CE 057 738

Taylor, Maurice C.

Locus of Control and Completion in an Adult

Retraining Program.

Pub Date—Jun 89

Note—18p; Paper presented at the Annual Conference of the Canadian Association for the Study of Adult Education (4th, Montreal, Quebec, June 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Adult Basic Education, *Adult Students, Dropout Prevention, Dropout Research, *Dropouts, Foreign Countries, *Locus of Control, Research Methodology, Research Problems, *Retraining, *Student Attrition, *Student Motivation, Withdrawal (Education)

Identifiers—Rotter Internal External Locus of Control Scale

Since attrition is often a problem in adult training programs, a study was conducted to investigate the relationship between locus of control and course completion of adults enrolled in a retraining program. Rotter's Social Learning Theory of Personality was used as a starting point for the study. The study population was a sample of 108 English-speaking adults who began the Basic Training for Skill Development (BTSD) program at a community college in Eastern Ontario in the fall of 1983 and spring of 1984. Approximately one-half of the participants were federally sponsored and one-half paid their own fees. Data were collected using a modification of the Internal, Powerful Others and Chance (IPC) scales, the Gates-MacGinitie Reading Test, the Morrison-McCall Spelling Scale, and

a geographical profile constructed for the study. Sixty-five percent of the population remained in the program for at least 13 weeks, whereas 79 percent of the noncompleters dropped out during this period. The major reason for dropping out was unexcused absence from class (47 percent), followed by medical reasons (18 percent). A one-way analysis of variance was used to test the hypothesis that there is a significant difference between completers and dropouts on the internal dimension of locus of control, with completers scoring higher on this dimension. No support was found for the hypothesis, and it was theorized that the IPC scales may not measure the locus of control construct effectively. (18 references) (KC)

ED 330 888

CE 057 767

Emery, Merrelyn, Ed.

Participative Design for Participative Democracy.

Australian National Univ., Canberra. Centre for Continuing Education.

Report No.—ISBN-0-9587728-3-5

Pub Date—Nov 89

Note—296p.

Available from—Centre for Continuing Education, Australian National University, GPO Box 4, Canberra, Australian Capital Territory 2601 (\$25.00 Australian).

Pub Type—Collected Works - General (020) — Books (010)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Adult Education, *Citizen Participation, Conferences, *Democracy, Educational Change, Epistemology, Foreign Countries, Governance, *Instructional Design, Job Development, Juries, Learning Theories, Organizations (Groups), *Participative Decision Making, Participatory Research, *Program Design, Social Change

Identifiers—Australia

This four-part volume addresses design principles for introducing democratic forms in workplaces, educational institutions, and social institutions, based on a trend toward participative democracy in Australia. Following an introduction, part I sets the context with two papers: "The Agenda for the Next Wave" and "Educational Paradigms: An Epistemological Revolution." Part II, Participative Design at the Organizational Level, includes "The Light on the Hill '88-Skill Formation" or "Democratization of Work"; "Participative Design: Work and Community Life"; "Further Learnings about Participative Design"; "Matching Effectivities to Affordances in the Design of Jobs"; "Laissez Faire vs. Democratic Groups"; and "Getting to Grips with the Great 'Small Group' Conspiracy." In part III, Democracy throughout the System, the following articles are included: "Towards Real Democracy"; "Adaptive Systems for Our Future Governance"; "Industry Councils-Comments on One Aspect of the Jackson Report"; and "The Jury System and Participative Democracy." Part IV discusses participative democracy in education and contains the following papers: "An Inadequate Dichotomy: 'Structured' vs. 'Unstructured' Learning"; "A Training Workshop on the Theory and Practice of Search Conferences"; "Multisearches"; "An Alternative General Studies Curriculum: A Description, Results and Evaluation"; and "Participation and Self Management in Course, Workshop and Conference Design: Principles and Methods." The book's contributors are Merrelyn Emery, Fred Emery, and Allan Davies. (NLA)

ED 330 889

CE 057 768

Initiatives for the '90s, National SOICC Conference

(13th, Snowbird, Utah, August 20-22,

1990). Conference Program Highlights.

National Association of State Occupational Information Coordinating Committees, Washington, DC; National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date—90

Note—32p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Career Counseling, *Career Development, Career Education, Career Guidance, *Career Information Systems, Computer Oriented Programs, Dropout Prevention, Federal Legislation, Guidelines, High Risk Students, Information Sources, Labor Market, *National Programs, Needs Assessment, *Occupational Information, Postsecondary Education, Special

Needs Students, Vocational Education

Identifiers—*National Occupational Information Coordinating Com. *State Occupational Information Coordinating Comm

This publication provides highlights from a conference of the National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordinating Committees (SOICCs). Highlights of presentations include the following: (1) NOICC initiatives reflect an integrated, long-range planning approach; (2) business, government, the educational system, and other community organizations can help the United States in its transition into the 21st century; (3) a legislative issues panel clarified House and Senate versions of the reauthorization of the Carl Perkins Vocational Education Act; (4) an expanded role for NOICC/SOICC can be seen in the new vocational legislation; (5) National Career Development Guidelines reveal new strategies for networking and coordination; (6) the guidelines can be applied to a variety of priorities, innovations, and reform movements; and (7) it is a question whether the lack of skilled workers is a myth or a reality. Reaction groups identified legislative needs in the following areas: Career Information Delivery Systems (CIDS); career development/career information; labor market information; Occupational Information Systems (OISs); NOICC/SOICC; and special needs. Highlights are provided of selected workshops that addressed innovative strategies to aid at-risk students; the versatility of census data; combining the efforts of the Alabama SOICC and vocational centers to meet the needs of disadvantaged and disabled students; the status of a project to develop national units of analysis including higher education; a working partnership between school counselors and Maine SOICC; a unique OIS in the Netherlands that uses artificial intelligence; shadowing of employees to experience occupations in hospitality and tourism; integration of CIDS into counselor education programs; and creation of an economic development and employer planning system by a tristate consortium. A participants' list is provided. (YLB)

ED 330 890

CE 057 769

Status of the NOICC/SOICC Network, June 30,

1990. NOICC Administrative Report No. 16.

National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date—Dec 90

Note—43p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Information Systems, *Computer Oriented Programs, Federal Legislation, Federal Programs, Higher Education, Information Sources, *Occupational Information, Program Administration, Program Costs, *Program Implementation, *Program Improvement, State Programs

Identifiers—*National Occupational Information Coordinating Com. *State Occupational Information Coordinating Comm

This report highlights the activities and accomplishments of the National Occupational Information Coordinating Committee (NOICC) and its network of State Occupational Information Coordinating Committees (SOICCs) during program year 1989 (July 1, 1989-June 30, 1990). Some of the year's activities were the following: (1) NOICC began development of the Economic Development and Employer Planning (EDEP) system for use in economic development and business planning; (2) NOICC organized and coordinated a technical conference focusing on problems and practices in data development, analysis, presentation, and delivery; (3) NOICC drafted higher education units of analysis, clustering occupations with college-level and graduate education programs; (4) computer-based career information delivery services served approximately 6 million people at 16,500 sites; and (5) NOICC continued its National Career Development Guidelines project, adding 6 new states to the 20 already using the guidelines. The report includes eight figures/tables giving data on NOICC statutory members, the technical steering group, NOICC staff, NOICC sources of funding, NOICC expenditures, and NOICC grants for state activities, profiles of occupational information delivery systems by state, and statewide career information delivery systems. Appendices list NOICC conferences and publications, SOICC addresses, and NOICC enabling legislation. (KC)

ED 330 891 CE 057 770

Mikulecky, Larry D'Adamo-Weinstein, Lisa
How Effective Are Workplace Literacy Programs?

Pub Date—91

Note—36p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, *Corporate Education, Evaluation Methods, Illiteracy, Job Skills, *Job Training, *Literacy Education, Literature Reviews, Program Costs, *Program Effectiveness, *Program Evaluation, Research Problems

Identifiers—*Workplace Literacy

A review of current research on workplace literacy programs reveals few programs reporting rigorous evaluations. Assessments are often limited to the completion of questionnaires, surveys of program participants, and anecdotal reports of effectiveness. Occasionally, a standardized reading test provides an indication of learner gains. Only a few evaluations provide follow-up data on the impact of programs on job performance, retention, or earning power. Trends among programs for which more rigorous evaluations have been performed are as follows: (1) effective programs require significant resources in terms of learner time on task; (2) effective private programs report learner cost figures more than double those of average public programs; and (3) effective programs integrate basic skills training with workplace technical training and usually involve counseling, on-the-job training linkage, and analysis of the basic skills needed on learner jobs. The eight-volume Job Training Partnership Act evaluation plan is the most thorough guideline for evaluating the effectiveness of preemployment literacy programs. Stufflebeam's Context, Input, Process, Product evaluation model has been modified by outside consultants for use with workplace literacy programs. This model uses interviews, document analysis, observations, and test data to determine program goals, sufficiency of resources, sufficiency of learning methods, and evidence of goal attainment. (14 references) (YLB)

ED 330 892 CE 057 771

Education and Training of American Workers.
Paper prepared for the Organisation for Economic Cooperation and Development National Experts Group on Training Statistics.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—14 Jun 90

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Corporate Education, Employer Attitudes, Employer Employee Relationship, Information Utilization, Longitudinal Studies, *National Surveys, *On the Job Training, Postsecondary Education, Public Opinion, *Research Needs, Research Problems, *Staff Development

Identifiers—Bureau of Labor Statistics, Current Population Survey, National Longitudinal Survey Labor Market Ex, Survey of Income and Program Participation, University of Michigan Time Use Study

This paper describes briefly the following surveys that have been conducted to determine the amount and thrust of employee training in the United States: (1) household surveys including the Current Population Survey, the National Longitudinal Surveys of Labor Market Experience, the Survey of Income and Program Participation, and the University of Michigan Time Use study; and employer surveys, including the 1974 survey by the Bureau of Labor Statistics, the National Institute of Education and National Center for Research in Vocational Education surveys, the Bureau of Labor Statistics Employee Benefit Survey, state and local surveys, the Battelle Human Affairs Research Center survey, and apprenticeship surveys. The paper also describes ways to determine costs and effects of training. The surveys provide the following information: (1) the likelihood of training declines with age, but increases with education; (2) men and whites are more likely to receive training than women and blacks; (3) the likelihood of training increases with firm size; (4) most training is informal; and (5) training increases future earnings of workers, but which kinds of training do so and how well training pays is uncertain. Information not provided by the surveys, however, includes the definition of training, the total amount of training received by workers, the cost of training, and changes in training over

time. The report proposes that these questions be answered by a multistage survey. (25 citations) (KC)

ED 330 893 CE 057 772

A Model System for the Design and Maintenance of Related Instruction Curriculum for Approved U.S. Department of Labor Apprenticeship Programs; Phase III. Final Report and Final Evaluation Report.

Lane Community Coll., Eugene, Oreg.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Sep 89

Contract—G008642193

Note—72p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Apprenticeships, *Clearinghouses, Computers, *Curriculum Development, Database Design, *Databases, Information Retrieval, *Instructional Materials, Models, *National Programs, Postsecondary Education, Program Evaluation, Vocational Education

A final report and final evaluation report of Phase III are provided for a project to establish a national clearinghouse for apprenticeship-related instructional materials. The final report provides a summary and a narrative account of these project activities: identification of materials; identification of apprenticeship curriculum needs; establishment of models for design and development of materials; and establishment of a computerized system for storing, organizing, and retrieving curriculum materials from a centralized database and repository for printed materials. The evaluation report focuses on the continuing evaluation of the directory and materials dissemination. The following findings are reported: (1) the measures used indicated a high degree of acceptance for the utility of the directory; (2) mailing lists of potential users were developed; (3) clearinghouse brochures were made available; (4) apprenticeship instructor workshops on use of the clearinghouse were conducted; and (5) a continuously updated computerized database was established in the UNIX system. Twelve appendices making up the bulk of the document include a listing of databases used; a description of record fields for the apprenticeship database; and memoranda on the following items: directory of company information, field labels for two databases, vendor database on the FIPSE (Fund for the Improvement of Postsecondary Education) computer, vendor directory (including names, addresses, and descriptions of 212 vendors), Vocational Education Curriculum Materials subfile, Resources in Vocational Education subfile, National Technical Information Service subfile, and a projected apprenticeship clearinghouse. Two programming sheets conclude the document. (YLB)

ED 330 894 CE 057 773

Lund, Leonard McGuire, E. Patrick
Literacy in the Work Force. Report Number 947.

Conference Board, Inc., New York, N.Y.

Report No.—ISBN-0-8237-0393-2

Pub Date—90

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, *Basic Skills, *Business Responsibility, Community Education, Competition, *Corporate Education, Educational Finance, Educational Opportunities, Entry Workers, *Labor Force Development, Labor Supply, Language Proficiency, Language Tests, Occupational Surveys

Identifiers—*Workplace Literacy

Up to 10 percent of U.S. workers are either functionally illiterate or marginally literate. These workers increase the operational costs of their employers and restrain companies' flexibility. The high school graduates of the 1990s will exacerbate the problem by entering the work force with marginal literacy skills. A survey of 1,600 manufacturing and service firms received 163 usable responses revealing that most companies do not test for literacy or mathematical skills. Employers agree that literacy is a major problem, one that acts as a drag on the nation's ability to compete with Asian and European nations. A large number of companies provide funds and support to the community and educational groups engaged in adult literacy programs and are showing results. Business executives suggested goals that could become a literacy agenda for business: (1) develop a definition of the term "literacy";

(2) institute an auditing system to assess the extent of workplace literacy; (3) determine what skills employees need; (4) take advantage of the research and skills in teaching literacy that already exist; (5) institute a system to advise local residents of the literacy scores of high school graduates; and (6) encourage greater use of employer consortia in literacy programs. (NLA)

ED 330 895 CE 057 774

Vaughan, Roger J.
Education, Training and Labor Markets: Summary and Policy Implications of Recent Research by Jacob Mincer. Conference Paper No. 13.

National Center on Education and Employment, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 89

Contract—G008690008

Note—35p.; Background paper for the conference, "Education and the Economy: Hard Questions, Hard Answers" (Brewster, MA, September 5-7, 1989).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Corporate Education, Economic Impact, *Educational Policy, Educational Research, *Human Capital, Investment, *Job Training, *Labor Market, *Policy Formation, Position Papers, Technological Advancement

Economists are aware of the importance of human capital in the process of development, whereas policy makers are only now exploring its implications, pressed by demands for more jobs and higher incomes. Recent research in the dynamics of labor markets illustrates how the results can help shape education and training policy in the United States. For nearly 2 decades, the body of research stressing the importance of human capital on growth and development has grown. Economic policy debates focus on investing human capital both as a way to encourage overall economic growth and as a way to expand opportunities for the economically disadvantaged. Studies have focused on how training acquired from employers affects the work experience of employees and other work history factors as well. Although this body of research necessarily identifies general relationships, its findings help policy makers wrestling with three policy questions: What are the effects of employer-sponsored training? Do employers invest enough in employee training? and How will the accelerating pace of technological change affect the need for employer-sponsored training and for complementary investments in education? (An appendix lists data sources. A list of 32 references is provided.) (NLA)

ED 330 896 CE 057 776

Vaughan, Roger J.
Mixing Metaphors: Education and Economic Development Policy.

National Center on Education and Employment, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 89

Contract—G008690008

Note—53p.; Background paper for the conference, "Education and the Economy: Hard Questions, Hard Answers" (Brewster, MA, September 5-7, 1989).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Economic Development, Economics, Economics Education, *Educational Policy, Entrepreneurship, *Human Capital, Job Development, *Labor Force Development, Labor Supply, Metaphors, *Policy Formation, Poverty, Productivity, *Public Policy, State Programs

By embracing education as an economic development tool, policy makers adopt a new economic metaphor—a new way of understanding how the economy works and identifying determinants of development. Development policy has shifted focus, from providing incentives for the accumulation of physical capital to emphasizing investments in human capital. Most states espouse the belief that education is their most important economic development tool. It is important to trace how this mixing of metaphors has come about and what it has meant for economic development strategies. Education has displaced industrial policy and evolved into one of the most powerful metaphors of economic

development, and the five substantive chapters of this paper analyze this process. Chapter 2 examines how metaphors are used as the basis of national economic policies; chapter 3 describes development policies derived from traditional mercantile metaphors; chapter 4 describes how many states have reformulated their development metaphors over the past decade to play a much larger role; and the final chapter outlines how state development policies change to reflect these new metaphors—by means of measures to improve the basic and occupational skill of the work force, measures to promote greater entrepreneurial awareness and abilities, and measures to equip disadvantaged people to compete better in the mainstream economy. (110 reference notes) (NLA)

ED 330 897

CE 057 791

Rosen, Verna

Beyond Higher Education. A Survey and Analysis of the Experience of Access Students Proceeding through the Polytechnic of North London and into Employment.

Access to Learning for Adults, London (England); North London Polytechnic (England).

Report No.—ISBN-0-951-309

Pub Date—90

Note—136p.

Available from—Access to Learning for Adults, Marlborough Bldg., Room 306, 383 Holloway Road, London N7 0RN, England (5.00 pounds).

Pub Type—Reports - Research (143) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Adult Education, *Adult Literacy, Educational Opportunities, *Education Work Relationship, Employment Opportunities, Foreign Countries, *Outcomes of Education, Racial Bias, Two Year Colleges
Identifiers—England (London), Polytechnics

Access to Learning for Adults (ALFA) links education providers and organizations in collaborative work to extend and improve access to education opportunities for adults underrepresented in the system. A survey followed the progress, performance, and experiences of 86 former ALFA students, aged 25 to 49, in London, England, in their seeking of employment. Seventy-one students had successfully completed courses at the Polytechnic of North London. The interviews examined employment outcomes; relevance of education as preparation for work; student and teacher expectations; the reasons for withdrawal of the nine who did not complete courses; issues such as finances, child care, confidence, and prejudice; and academic, personal, and other gains from completing courses. The vast majority felt that ALFA was worthwhile. For those who succeeded, support from peers, family, and the college was significant. Problems were cited in the size and atmosphere of the college, low expectations of tutors, and racism and classism. Changes recommended by students included strengthening links between the polytechnic and higher education, clear definitions of policy and practices, greater personal autonomy, attention to race issues, a longer induction period, and financial assistance. For those who withdrew, "failure" was a concept with different interpretations. Results of the study led to development of a mission statement for access. (28 references and 7 tables) (NLA)

ED 330 898

CE 057 792

Moss, Wendy

Breaking the Barriers. Eight Case Studies of Women Returning to Learning in North London.

Revised Edition.

Access to Learning for Adults, London (England). Spots Agency—Inner London Education Authority (England).

Report No.—ISBN-0-951-309-9

Pub Date—88

Note—89p.

Available from—Access to Learning for Adults, Marlborough Bldg., Room 306, 383 Holloway Road, London N7 0RN, England (3.50 pounds).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Aspiration, Academic Persistence, *Access to Education, *Adult Education, Case Studies, Employed Women, Females, Followup Studies, Foreign Countries, Goal Orientation, Learning Motivation, Postsecondary Education, *Reentry Students, Student Motivation, *Womens Education

Identifiers—*England (London)

A study documented the expectations, experiences, and needs of eight women who entered education via Fresh Start/Return to Study courses and followed them as they moved on to further study/training. (Fresh Start was a project of the Inner London Education Authority.) A series of interviews was conducted between June 1985 and October 1986 in an open-ended question format. Findings indicated that women entered Fresh Start feeling the need for a new direction and an interest in studying, but were generally unclear about its outcomes and uncertain about their ability to go on to further study. The course helped them develop purpose and direction and gave them the confidence to continue. Relative to further education, the women found it difficult to discover study/training opportunities available to mature students; women's choice of courses was effectively narrowed by distance, child care, and financial concerns; and the shortage of places in particular courses was a major barrier. During the following year, three women continued in full-time employment due to a reluctance to leave their jobs at a time of high unemployment and hostility of their supervisors. Those who went on to courses in further or higher education faced difficulties because they had been out of the educational system for a long time and had home and family commitments. Recommendations are made to improve the quality of service offered to mature learners. (Appendixes include instruments and biographies of participants.) (YLB)

ED 330 899

CE 057 793

Sims, Anne Goddard, Ty

The Struggle to Study. Financial Implications for Adults Studying in London. A Research Report Funded by London's Four Open College Networks: ALFA, CAWLOC, GLEAN, and OCSL.

Access to Learning for Adults, London (England). Pub Date—Nov 90

Note—46p.

Available from—Access to Learning for Adults, Marlborough Bldg., Room 306, 383 Holloway Road, London N7 0RN, England (2.50 pounds).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, *Adult Education, Educational Change, Educational Finance, Educational Research, *Federal Legislation, Foreign Countries, Grants, Postsecondary Education, Reentry Students, School Districts, *Student Costs, *Student Financial Aid, Student Loan Programs, Tuition

Identifiers—*England (London), Inner London Education Authority (England)

The four Open College Networks in London assessed the climate in inner London for adult students who wished to return to education and training. The research focussed on: the extent to which recent legislative changes threatened adult participation in education and training; the abolition of the Inner London Education Authority (ILEA) and consequent handing over of responsibility for education to 13 inner London boroughs; and growth of the government's Employment Training Programme and its impact on adult education and training. A survey of 406 adult tutors was conducted (116 responded), and each of the 13 new local educational authorities (LEAs) supplied information regarding policies on fees and discretionary awards. Survey results included the following: (1) various threats to financial support for adult education were identified; (2) respondents were concerned about the effects of ILEA's abolition on recruitment and future provision for adults; (3) new LEAs had established mechanisms to ensure continuity, but uncertainties generated by the change were damaging; (4) the provision under the 21-Hour Rule whereby unemployed people are allowed to study part time had become increasingly restrictive; (5) Employment Training was a poor substitute in terms of quality of training and lack of progression routes; and (6) it was difficult to establish criteria for distributing access funds. Recommendations are made for changes to maximize adults' access to education and training. (Survey results and the instrument are appended.) (YLB)

ED 330 900

CE 057 794

Clarke, Julia

"... This Is a Lifetime Thing." Outcomes for Adult Basic Education Students from Hackney Adult Education Institute and the Hackney Reading

Centre.

Access to Learning for Adults, London (England). Pub Date—Jun 89

Note—41p; For a related document, see CE 057 795.

Available from—Access to Learning for Adults, Marlborough Bldg., Room 306, 383 Holloway Road, London N7 0RN, England (2.50 pounds).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Persistence, *Adult Basic Education, Adult Literacy, Ancillary School Services, Dropout Characteristics, Dropout Research, Followup Studies, Foreign Countries, Illiteracy, *Literacy Education, *Outcomes of Education, Postsecondary Education, School Holding Power, *Student Attrition

Identifiers—*England (Hackney)

A project investigated the current whereabouts of students whose names appeared on adult basic education class registers during October 1986 in Hackney, England. The city was identified by 1981 census data as the most deprived local authority area in England and Wales. Returns were received from 375 students (out of 506 to whom questionnaires were sent). Tutors were asked to record relevant information about the students. Discussions were held with students and tutors. Of the 375 students, 252 had left or moved on; 123 still attended their original class. The external factors in people's lives-work and other commitments-were given most often as the reason for leaving. Factors that affected choices about student progression were fear of failure, finding the right course, and readiness. Links had been created between adult basic education courses and two further education courses designed for "post-basic" literacy students. They showed a fundamental difference between the concept of a "post-basic" literacy student able to learn quickly and the adult basic education student ready to move on after many years of slow progress. Students with learning difficulties were transferred from further education to adult education institutes. Language, literacy, and numeracy support was provided for advanced students in further or higher education courses. Recommendations are made with regard to policy, management, education advice services, staff development, and further research. (16 references) (YLB)

ED 330 901

CE 057 795

Temple, Joanne

Age of Opportunity? Progression Routes and Outcomes for Students in Adult Basic Education from Hackney Adult Education Institute and Hackney Reading Centre.

Access to Learning for Adults, London (England). Pub Date—91

Note—38p; For a related document, see CE 057 794.

Available from—Access to Learning for Adults, Marlborough Bldg., Room 306, 383 Holloway Road, London N7 0RN, England (1.50 pounds).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, *Adult Basic Education, Adult Students, Case Studies, Disabilities, *Disadvantaged, Educational Improvement, *Educational Needs, Foreign Countries, Higher Education, High School Equivalency Programs, Literacy Education, Minority Groups, *Outcomes of Education, Program Effectiveness, Program Improvement, *Student Attitudes

Identifiers—England (Hackney)

A study followed up 27 disadvantaged adult students (13 by interviews and student and tutor questionnaires, 12 by tutor questionnaires, and 2 by student and tutor questionnaires) who were identified as "ready to move on" from their adult basic education (ABE) program at Hackney Adult Education Institute and Hackney Reading Centre (England). Biographies were developed for each of the 27 students, and patterns of progression were identified. These patterns included employment and vocational use of ABE, use of leisure classes to obtain needed skills and resources, and dropping in and out of ABE classes. Few students followed the traditional pattern in which educational qualifications result in enhanced employment opportunities. Factors that made progress possible included the following: (1) the built-in flexibility of ABE to respond to student needs; (2) the provision of advice and guidance; (3) students' age (younger students had

greater educational choices); and (4) definitions of student success. Recommendations include increased student financial support, creation of modular courses, outreach by colleges, study skills support, child care, and access for disabled students. (The student and tutor questionnaires are included in the report.) (KC)

ED 330 902 CE 057 802

Business Marketing Information Systems Skills. Voc-Ed Project. Marketing Management Career Area. Report.

Milwaukee Area Technical Coll., Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—88

Note—70p; For a related document, see CE 057 804.

Pub Type—Reports—Descriptive (141)—Reports—Research (143)—Tests/Questionnaires (160)
EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Advertising, *Business Administration, Community Colleges, Competence, *Competency Based Education, Continuing Education, *Curriculum Development, Educational Needs, Entry Workers, *Information Processing, Management Development, *Management Information Systems, *Marketing, Mass Media Use, Purchasing, Salesmanship, Two Year Colleges
Identifiers—Wisconsin (Milwaukee)

A study was conducted to develop a curriculum to meet the information processing/management training needs of persons entering or continuing careers in the information marketing area. The process used for the study was based on Stufflebeam's Context, Input, Process, Product (CIPP) model of evaluation. The information gathering process included a detailed review of current literature and contact with approximately 40 representatives of appropriate institutions and trade associations, using technical focus panels of 8 to 14 managers. In addition, purchasing area surveys were mailed to 375 managers, an advertising survey was mailed to 350 advertising personnel, and a technical sales survey was sent to 549 sales managers (all in the Milwaukee area). Survey responses varied from 35 percent for purchasing to 14 percent for media planning/buying. Postsecondary institutions were also surveyed and their curricula reviewed. Through these efforts, competencies were listed for each of the areas, and initial and continuing education needs were identified. As a result of the study, key competencies were incorporated in the marketing management program. Two courses in information marketing and four courses in negotiation skills, advanced selling techniques, materials management, and quality management were created. (Seven appendices, comprising about 75 percent of the document, include the following: a list of organizations and persons contacted; a 46-item bibliography; lists of panels on the technical sales, purchasing, and media buyers panels; sample letters, surveys, company profiles, and responses; lists of college programs; a discussion of survey results; and an evaluation of course outlines.) (KC)

ED 330 903 CE 057 804

Business Marketing Information Systems Skills. Voc-Ed Project. Business Data Processing Career Area. Report.

Milwaukee Area Technical Coll., Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—88

Note—75p; For a related document, see CE 057 802.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Business Education, Community Colleges, Computer Oriented Programs, Computer Science Education, Computer System Design, *Curriculum Development, Data Analysis, *Database Management Systems, *Data Processing, Educational Needs, Employer Attitudes, *Management Information Systems, Microcomputers, Programming, Surveys, Systems Analysis, Systems Development, Two Year Colleges

This report and research analysis relate to the Milwaukee Area Technical College Research Project, a study undertaken to determine a curriculum to meet the information processing/management training needs of individuals entering or continuing careers in the information marketing and business data processing occupational clusters. The report of this project describes the research design—a survey of

approximately 400 Data Processing Management Association members and 150 members of a small business users group with follow-up interviews. These outcomes are reported: (1) respondents prioritized courses; (2) competencies in some courses were revised and upgraded; (3) a competency-based curriculum model was developed; (4) new courses were created; and (5) the training needs of employees were identified. The research analysis describes the survey technique and discusses findings of the study, which identified the topics in data processing and management information systems that businesses and industry considered essential. Findings are reported under these headings: profile of companies surveyed; job titles used in organizations; job titles that will become part of the information systems environment; priority of technical courses and of supportive courses; data analysis based on company size; and identification of technical and supportive courses. Seventeen tables are included. Appendices contain 36 tables based on data analysis determined by company size. (YLB)

ED 330 904 CE 057 807

Physical Therapist Assistant Curriculum Development. Curriculum Materials.

Blackhawk Technical Inst., Janesville, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—87

Note—258p.

Pub Type—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Associate Degrees, Behavioral Objectives, *Clinical Experience, Codes of Ethics, Course Content, Course Descriptions, Curriculum Guides, Instructional Materials, Job Skills, Physical Therapy, *Physical Therapy Aides, Professional Associations, State Legislation, Student Evaluation, Student Experience, Two Year Colleges

This publication contains a number of materials related to the Blackhawk Technical College (Wisconsin) Physical Therapist Assistant (PTA) program. Contents include a schedule and curriculum outline for the PTA I course; a brochure on the associate degree program; curriculum outline for the associate degree program; and admission procedures and standards. The physical therapist assistant supervision information packet consists of introductory comments on issues of supervision, legal practice, and reimbursement; a reprint of the article, "The PTA Role and Functions"; references on the role of the PTA; American Physical Therapy Association policy statements related to PTAs; and standards of ethical conduct for the PTA and guide for conduct of the affiliate member. The Wisconsin and Illinois Medical Practice Acts and Wisconsin Medical Assistance Administrative Code follow. The student uniform policy and criteria for clinical facilities are also provided. Course materials are provided for introduction to PTA, PTA I, PTA II, and clinical PTA I. Components of these materials include prerequisites; course description; time requirements; and a chart relating competency statements with corresponding content outline and learning activities. Clinical evaluation forms for clinical physical therapist assistant II and III are included. These forms provide for the rating of key indicators of each designated skill. (YLB)

ED 330 905 CE 057 809

Job Creation through Entrepreneurship. Instructional Package.

Chippewa Valley Technical Coll., Eau Claire, WI.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—88

Note—204p; Portions present legibility problems.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Bookkeeping, *Business Administration, *Business Skills, Compliance (Legal), Continuing Education, *Entrepreneurship, Federal Legislation, Insurance, Marketing, *Planning, Postsecondary Education, Recordkeeping, Salesmanship, Self Employment, *Small Businesses, State Legislation

Identifiers—Wisconsin

This document contains materials for teachers and students for a 12-session workshop course on entrepreneurship and small business management. Lesson plans for the 12 sessions cover the following topics: business plan and goals; planning, goal setting,

and identifying your business; financing; physically setting up business; advertising; employees; insurance, legal matters, professional needs, and collections; tax obligations and liabilities; bookkeeping, recordkeeping, and accounting; organization, stress, and burnout; sales, buying and selling, using resources; and wrap-up session. Each lesson plan includes an introduction, objectives, student activities, materials list, outlines of lesson, summary, assignment, and self-evaluation. Lessons also contain information sheet handouts (85 total for the course). A list of six overall course objectives also is provided. A few of the materials are geared to the state of Wisconsin. (KC)

ED 330 906 CE 057 815

Methods of Teaching Vocational Education. 199-605, Two Credits. Student Study Guide.

Wisconsin Univ.-Stout, Menomonie. Dept. of Industrial and Marketing Education.
Pub Date—88

Note—35p; For related modules, see ED 323 410-418 and ED 325 719.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Education, Beginning Teacher Induction, *Competency Based Teacher Education, Delivery Systems, *Educational Media, *Educational Strategies, Interactive Video, *Lesson Plans, Study Guides, *Teaching Methods, *Vocational Education Teachers

Identifiers—Wisconsin

This self-paced study guide is designed to meet certification requirements for new Wisconsin teachers in the Wisconsin Vocational, Technical, and Adult Education system. The format is individualized and competency based. The guide must be used with the Performance-Based Teacher Education Modules published by the American Association for Vocational Instructional Materials and an Apple II microcomputer. Seven units are outlined: (1) introduction to teaching vocational education; (2) preparation for teaching; (3) presenting lessons; (4) teaching strategies; (5) delivery systems; (6) instructional media; and (7) additional instructional concepts. Each unit contains the following sections: (1) an introduction; (2) objectives; (3) resources; (4) suggested procedures for completing unit; and (5) assignments for unit. Twenty-four references are included. In addition, an appendix contains lesson plans, a lesson plan rating scale, a lesson evaluation form for preparation before the lesson, and a lesson evaluation form for presenting the lesson. (NLA)

ED 330 907 CE 057 827

Zuercher, Melanie A., Ed. It's Up to Us! Broad Form Deeds in Kentucky.

Kentuckians for the Commonwealth, Prestonburg.
Pub Date—89

Note—168p.

Available from—Kentuckians for the Commonwealth, P.O. Box 864, Prestonburg, KY 41653 (\$10.00).

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Coal, Instructional Materials, *Mining, Personal Narratives, Reading Comprehension, Reading Skills, Small Group Instruction, *Vocabulary Development, *Writing Exercises, Writing Skills

Identifiers—*Kentucky

This adult literacy curriculum best serves groups of students, but is also effective for one-on-one tutoring methods. The material covers the history of broad form deeds in Kentucky (instruments with which coal rights, but not the farmlands above the coal, were sold to mining companies) and includes four personal narratives of Kentucky residents presented in brief sections. Recall questions after each chapter check individual reading comprehension, although it is recommended that the ideal setting for the questions is a discussion group. An accompanying book contains word and writing exercise supplements for each group of stories in the guide. (NLA)

ED 330 908 CE 057 829

Hunsinger, Paul. An Appraisal of the Interactive Television Network at Northcentral Technical College from the Viewpoint of Its Students.

Pub Date—90

Note—75p; Master's Thesis, Ferris State University.

Pub Type—Dissertations/Theses—Masters Theses (042)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Allied Health Occupations Education, *Distance Education, Educational Technology, *Educational Television, Medical Technologists, *Program Effectiveness, *Student Attitudes, *Telecourses, Two Year Colleges, Video Equipment
 Identifiers—*Interactive Television, North Central Technical College WI

A study was conducted to determine attitudes of students who had taken Interactive Television Network (ITV) courses at Northcentral Technical College (Wausau, Wisconsin). Following a literature search that revealed that many learners favored ITV, a survey questionnaire was developed and administered to a total of 117 Medical Technology I students who had been enrolled in ITV courses at the college in the fall and spring semesters of the 1989-90 school year. Usable questionnaires were returned by 63 students. Analysis of data showed the following: (1) compared to regular classroom instruction, ITV is the same or somewhat harder regarding studying, assignments, examinations, and asking questions; (2) instructors did an adequate job of transferring information to students, although some were rated highly and others less so; (3) the equipment used was adequate, although many students pointed out problems in hearing the speakers; (4) classroom environment and classroom management techniques were also adequate, although some improvements were suggested; and (5) students were satisfied that they chose ITV over traditional instruction. Recommendations were made to continue the program, to train instructors in use of video techniques, to implement new attendance procedures, and to install new microphones so students could hear the instructors better. (Appendices include the study questionnaire, cover letter, follow-up letter, suggestions for improvement, additional comments, and a 44-item bibliography.) (KC)

ED 330 909 CE 057 830

Anderson, B. Harold

An Analysis of Personnel, Financial, and Enrollment Status in University Council for Vocational Education Member Institutions. Research Report.

University Council for Vocational Education.

Pub Date—Mar 91

Note—67p.

Available from—School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO 80523 (\$5.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, College Faculty, *Compensation (Remuneration), Educational Development, *Educational Finance, *Educational Trends, *Enrollment Trends, Graduate Study, Higher Education, *Personnel Needs, Program Development, Program Implementation, Undergraduate Study, *Vocational Education
 Identifiers—*University Council for Vocational Education

The purpose of this study was to collect data concerning various aspects of the vocational teacher education programs in the 22 University Council for Vocational Education member institutions. This study was third in a series sponsored by the council to develop a database so that the current status and trends in these programs could be determined. Certain data collected in the 1985 and 1987 studies are presented with the report so comparisons in various categories can be made. Findings, based on an analysis of the data and a review of the material provided by the respondents are presented under the following headings: (1) personnel; (2) compensation of faculty, graduate students, and unit administrator; (3) faculty assignments; (4) credit hour production; (5) financial support; (6) institutional and international student enrollment; (7) doctoral program data; (8) masters program data; (9) undergraduate program data; (10) integrating academic and vocational education; and (11) institutional trends. Thirty-six tables and an appendix containing the survey instrument are included. (NLA)

CG

ED 330 910

Kaczynski, Daniel J.

CG 021 680

Traditional High School Dropouts: A Qualitative Study at an Alternative High School.

Pub Date—29 Mar 89

Note—40p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Summary of a dissertation.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—High Schools, *High School Students, *Nontraditional Education, *Potential Dropouts, *Student Attitudes

This qualitative research study was conducted at one alternative high school to examine why traditional high school dropouts attend alternative schools. Data were gathered over three stages of research during a 2-year period. Sources of data included 105 hours of site observations, student interviews, and the review of site documents. The data revealed that the students at the alternative high school had established a significant level of informal control. Four major assertions were supported by the data: (1) students experienced greater freedom than they had previously experienced at a traditional high school; (2) student choice had a positive impact on the effectiveness of the alternative school; (3) students monitored and adjusted individual student behavior in relation to acceptable group behavior; and (4) students enjoyed the experiences of success while attending the alternative school. Based on findings of the study, it is recommended that alternative schools be supported while traditional schools are being reformed; that the effectiveness of alternative and traditional schools be improved by listening to the needs of dropouts; that alternative school advisory committees be trained in listening to such needs; that efforts by alternative school faculty in advocating for the needs of dropouts be supported; that traditional school faculty and administrators be trained in listening to and understanding the needs of potential dropouts; and that community social policymakers be involved in understanding the issues surrounding the high school dropout problem. (NB)

ED 330 911

Hargrove, David S. And Others

Human Services in the Rural Transition. A Training Packet.

Nebraska Univ., Lincoln. Great Plains Staff Training and Development for Rural Mental Health. Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Jun 89

Contract—NIMH-1-T23-MH18846

Note—209p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Case Studies, *Delivery Systems, *Human Services, Resource Materials, *Rural Areas, Rural Economics

This training manual was designed to clarify issues and provide information to help individuals and groups facilitate the development of human service delivery in response to the changes occurring in rural communities. The presentation of the material was designed to be flexible in length of presentation, subject matter, and level of detail. The manual may be used as a regular textbook, in workshop presentations, and in a train-the-trainer format. The material is divided into five modules that may be used independently. Sections on objectives, background information, and procedures for teaching precede each module. Throughout each module, a rubric is inserted to indicate appropriate places to use overheads or video segments. A case study is included which may be used in total or broken into segments as indicated by module outlines. Discussion questions and activities are given throughout the text and are also listed at the end of each module. Individual modules deal with: (1) History of the Rural Economic Transition; (2) Human Consequences of the Rural Crisis; (3) Human Service Response; (4) Network Systems for Rural Services; and (5) Resources. The Resources module contains information of rural programs, farm mediation, rural newsletters and journals, films and videos, community mental health centers, books and articles, and the glossary. (NB)

ED 330 912

McCarthy, Alice R., Ed. And Others

Michigan PTA Presents the Parents' Answer Book.

Detroit Free Press, MI.; Michigan Parents and Teachers Association, Lansing.

CG 022 472

Report No.—ISBN-0-9621645-0-X

Pub Date—Dec 88

Note—245p; Prepared by the Advisory Board, Detroit Free Press Parent Talk Page. Support also provided by the Pepsi Cola Co.

Available from—Michigan PTA, 1011 North Washington Ave., Lansing, MI 48906.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Child Rearing, *Family Life, *Family School Relationship, *Parent Education, *Resource Materials, *Social Problems

This book was written to help parents build on their already existing skills and knowledge in the area of child rearing, become more competent parents, and mobilize their resources to strengthen family functioning. It consists of a series of questions posed by readers of the "Parent Talk Page" of the "Detroit Free Press" newspaper and answers to those questions provided by professionals in disciplines related to families. It is divided into three sections. The first section, Home-School Connection, contains questions and answers on such topics as the arts, career education, college, driver's education, gifted and talented children, health education, homework, kindergarten readiness, learning disabilities, mathematics and science, middle school preparation, parental involvement, parents' rights, parent-teacher conferences, physical fitness, learning to read, repeating grades, report cards, study habits, summer school and tutoring, teacher-student relationships, and testing. The second section, Parenting and Family Life, addresses questions on adolescence, alternatives to television, behavior problems, child rearing, children's fears, death, discipline, family conflict, fathers, health care, mental illness, parent education, racial prejudice, religious education, developing responsibility, self-esteem, sibling rivalry, single parenting, and stepparenting. The final section, Contemporary Issues, looks at Acquired Immunodeficiency Syndrome (AIDS) education, alcohol and alcoholism, child abuse, child care issues, divorce, drug abuse prevention, eating disorders, the media, runaways, sex education, smoking, street smarts, suicide prevention, teenage pregnancy, and working parents. Other resources for further reading on question topics are included. (NB)

ED 330 913

Chan, Fong. Rosen, Andrew J.

Evaluating Rehabilitation Caseload Management Skills through Computer Simulations [and Development and Validation of a Computerized Caseload Management System].

Spons Agency—American Association for Counseling and Human Development Foundation, Alexandria, VA.

Pub Date—Aug 88

Note—105p; M.S. thesis, University of Texas, Dallas.

Pub Type—Information Analyses (070) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Simulation, Computer Uses in Education, Counselors, *Counselor Training, Graduate Students, Higher Education, *Rehabilitation Counseling, *Skill Development, *Teaching Methods, Undergraduate Students
 Identifiers—*Case Management

Part 1 of this two-part document reviews efforts to develop computer-based case management simulations for use in rehabilitation education. It examines both single-case management simulations which concentrate on clinical problem-solving skills required to serve a single client and multiple-case management simulations which focus on skills required to serve entire caseloads. Exemplary systems are described. Issues related to research and development of computer software in case management are discussed, including procedures for quantifying case simulation performance; psychometric issues such as reliability, validity, and norms; and future research. Part 2 is a master's thesis by Andrew Jay Rosen on the development and validation of a computerized caseload management system which simulates the responsibilities of a state vocational rehabilitation counselor. It is noted that the simulation presents eight cases for trainees to manage through the statuses of the state vocational rehabilitation system, and that when the completed simulation was presented to state vocational rehabilitation counselors and to graduate and undergraduate rehabilitation students, the counselors performed with superior caseload management skills in several im-

portant areas. This difference between the performance of counselors and trainees is presented as evidence that the computer simulation represents an educational tool which could be used to address the lack of training in caseload management skills presently occurring in the education of the rehabilitation counselor. (66 references) (NB)

ED 330 914 CG 022 689

Geller, William W.
Students and Educators: Attitudes on Gay and Lesbian Matters.

Pub Date—Apr 90

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Freshmen, Higher Education, *Homosexuality, *Knowledge Level, *Lesbianism, *Student Attitudes, *Teacher Attitudes

This study surveyed college students' and faculty's feelings toward and knowledge of gays and lesbians. A 20-question survey assessing attitudes toward, opinions of, personal feelings about the knowledge of gays and lesbians was distributed to 450 entering college freshmen at the University of Maine, Farmington. Of these, the first 150 to be completed were used. In addition, surveys were completed by 36 faculty, 14 clerical staff, 31 professional staff, and 7 others, a response rate of 59 percent. The results revealed a significant difference between the response patterns of students and educators on all statements except one. Students appeared to be uncomfortable with gays and lesbians. For all but one "feeling" statement, less than 50% of the students expressed comfort with a particular situation. Only three of six "knowledge" statements had appropriate responses from students, suggesting that students lacked knowledge about gays and lesbians. Educator responses support the hypothesis that they are knowledgeable about and comfortable with gays and lesbians. Taken together, the results suggest a need for student development activity on the campus that focuses on gay and lesbian issues. There appears to be a core of students who would probably support an educational effort that could be led by sensitive and knowledgeable educators. (The 20 questions from the survey are included, as is a summary of percent of responses to the survey.) (NB)

ED 330 915 CG 022 833

Adolescent Pregnancy Prevention, Care, and Research Grants Act of 1989. Report Together with Minority Views. Senate, 101st Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Report No.—Senate-R-101-103

Pub Date—3 Aug 89

Note—70p.; Calendar No. 203.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescents, Contraception, *Early Parenthood, *Family Planning, *Federal Legislation, Federal Programs, *Pregnancy, Public Health Legislation, Sex Education

Identifiers—Congress 101st, Proposed Legislation

This document provides a committee report, together with minority views, on the Adolescent Pregnancy Prevention, Care, and Research Grants Act of 1989 (S. 120), as returned to the Senate by the Committee on Labor and Human Resources with a substituting amendment and recommendation for passage. The bill amends the Public Health Service Act to reauthorize funding for the functions of the Adolescent Family Life (AFL) Demonstration Projects. The legislation would replace the AFL demonstration projects with an ongoing service program. The contents of the document consist of the following: (1) summary of bill; (2) background and the need for legislation; (3) legislative history; (4) committee views; (5) committee action; (6) cost estimate; (7) regulatory impact statement; (8) section by section analysis; (9) minority views; and (10) changes in existing law. (TE)

ED 330 916 CG 022 866

Butler, Edward R.
Initiations Revisited: Improving Students' Adjustment and Persistence with Sanctioned Rites of Passage Rituals.

Pub Date—Oct 90

Note—11p.; Paper presented at the North Central Association for Counselor Education and Super-

vision (Indianapolis, IN, October 11-14, 1990). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, *Adjustment (to Environment), *Adolescents, Alcohol Abuse, Behavior Standards, Group Dynamics, *School Counselors, Secondary Education

Identifiers—*Rites of Passage, *Rituals

In many ways young people appear to be using and abusing alcohol as a ritual in their "rites of passage" to adulthood, perhaps as a symbolic means to demonstrate their "adulthood." Anthropologists have documented the importance of rites of passage rituals for marking the successful passage from one position in a social structure to another. Rites of passage include the three phases of separation, transition, and reaggregation. There are many rituals, some formalized and common throughout this culture and others common within certain subcultures and ethnic groups and still others less formal or only practiced within certain subgroups. This culture has had a tendency to decrease the observation of rites of passage rituals. Sanctioned initiation rituals can provide increased satisfaction, dedication and persistence among students completing their education, and can also benefit the system by reducing the number of unsanctioned, dangerous, addictive rituals that are required of new students by upperclass students. Counselors face the challenges of finding or devising appropriate and rigorous rituals that will permit youth to demonstrate and prove their worthiness to be considered and accepted as members of the adult world without resorting to dangerous addictive and debilitating ritual activities. The evidence suggests that greater benefits and fewer problems accrue from these endeavors than is being accomplished with the current attempts to prohibit all kinds of initiation rituals during the rites of passage period of youth. (ABL)

ED 330 917 CG 022 873

Glasoff, Harriet L. Koprowicz, Constance L.
Children Achieving Potential. An Introduction to Elementary School Counseling and State-Level Policies.

American Association for Counseling and Development, Alexandria, VA.; National Conference of State Legislatures, Denver, CO.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Report No.—ISBN-1-55516-322-X

Pub Date—90

Note—42p.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Counseling Services, *Elementary Education, Public Policy, *School Counseling, School Counselors, *State Legislation

The purpose of this document is twofold: (1) to inform legislators, counselors, and other education professionals about elementary school counseling and the policies that have been formed in support of this profession; and (2) to open lines of communication between counseling professionals and state-level decision makers. Chapter one examines some of the barriers to learning that today's youth face and the role that elementary school counselors can play in helping children overcome these barriers and achieve their true potential. Chapter two describes the principles of comprehensive school counseling programs, the tasks elementary school counselors perform, and the benefits of counseling to children and society. Chapter three presents the findings of research studies in the area of elementary school counseling and its relationship to academic achievement; dropout rates; and children's behaviors, attitudes, and skills. Chapter four explores the roles of state legislators in developing policies for elementary school counseling and provides examples of state policies and funding strategies. Chapter five lists recommendations for the development of effective elementary school counseling policy in such areas as legislative study and professional activity, adequately evaluated pilot projects, guidance committees as community liaisons, and optimum working conditions for effective counselors. The 50 states' policies are charted in an appendix. (60 references) (ABL)

ED 330 918 CG 022 878

Hunter-Geboy, Carol Wilson, Pamela M.
Families Talk about Sexuality: A Parent/Child Curriculum.

American Association for Counseling and Development, Alexandria, VA.

Spons Agency—Office of Adolescent Pregnancy Programs (PHS), Washington, DC.

Pub Date—87

Contract—000812-02-0

Note—137p.

Available from—American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22304 (Order No. 72126; \$30.00).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Curriculum Guides,

*Family Role, Intermediate Grades, *Interpersonal Communication, Junior High Schools, *Parent Child Relationship, Preadolescents, *Sex Education, *Sexuality

This document presents a curriculum for counselors to use with parents and their children between the ages of 10 and 13. It consists of an introduction and detailed descriptions of four educational sessions. The introduction describes the rationale and background information, curriculum organization, criteria for leaders, values, an overview of teaching techniques, and information on planning and conducting a successful program. The first session is designed for parents only; the three remaining sessions are for parents together with their young adolescent children. Each session lasts 2 hours. Each session description includes an outline, a checklist for materials, educational activities, and, when applicable, leader resources and handouts. For each educational activity in the curriculum, several issues are spelled out for the leader: the purpose of the activity, the materials needed, the approximate time needed, the procedure to be followed, and discussion points to be made in concluding. In some cases planning notes indicate specific tasks that need to be done prior to the activity described. Session 1, For Parents Only, helps parents understand their role in the class and promotes awareness and acceptance of the curriculum. The following three sessions involve both parents and children: (1) Puberty; (2) Information and Values; and (3) Decisions and Communication. How to create a brochure, a sample brochure, facts about adolescent sexual behavior, and general information on Acquired Immune Deficiency Syndrome (AIDS) and Aids-Related Complex are appended. (NB)

ED 330 919 CG 022 929

Be Aware-Be Prepared. Guidelines for Crises Response: Planning for School/Communities. Colorado State Dept. of Education, Denver.

Pub Date—90

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Crisis Intervention, Elementary Secondary Education, *Policy Formation, *School Community Relationship, *School Policy

This booklet provides broad guidelines to assist schools and communities in creating individual crisis response plans. The introduction recommends that each school needs to individualize guidelines to encompass community resources (clergy, mental health, and law enforcement agencies). The section on the role of the school notes that schools act "in loco parentis" and thus are compelled to act in a reasonable and prudent manner. The second section on getting started claims that districts and schools should assess district needs and develop policy, procedures, and/or guidelines. Ten questions to include in a school plan are listed. Ten issues facing schools in crisis are listed. Response team membership and its functions are described. Topics which need to be covered in prevention training for response teams, school personnel, and parents and community are listed. Twenty-one items important to the intervention phase of crisis response are listed. Eleven items important to the postvention phase of crisis response are listed. Forms for resource listing, a checklist of guidelines for response plans, and sample forms for at-risk status, suicide potential, and an action plan are included. (ABL)

ED 330 920 CG 022 950

Hanson, Robert, Ed. And Others
Career Development: Preparing for the 21st Century.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.

26 Document Resumes

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC; Tennessee State Dept. of Education, Nashville.

Pub Date—89

Contract—ID89-3276; R188062011

Note—177p; "Reproduced by ERIC/CAPS with permission of the Comprehensive Career Development Program at the University of Tennessee at Knoxville, 1991."

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$16.95).

Pub Type—Collected Works - General (020) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, *Career Counseling, *Career Development, Career Exploration, *Counselor Role, Elementary Secondary Education, *Futures (of Society), Higher Education, High School Students, *School Counseling, School Guidance, *Vocational Education, Young Adults

The articles in this monograph deal with various aspects of career development and the difficulties youth will have in making decisions that will propel them into the 21st century. Included are an introduction by Garry Walz, a foreword by Robert Hanson, and these articles: (1) "The Changing Face of the Workplace: 1986-2000" (Kenneth B. Hoyt); (2) "A Response to the Challenges of the Year 2000" (Susan E. Katzman); (3) "Integrating Equity into the School" (Lawrence M. DeRidder); (4) "The Administrator and Career Development Programs" (Niel A. Edmunds); (5) "Delivering Career Development Outcomes Through Vocational Education" (Harry N. Drier); (6) "Adolescent Career Decision Processes as Coping Responses to the Social Environment" (David A. Jepsen); (7) "A Saleable Skill as a High School Graduation Requirement? Is That Really the Question?" (Edwin L. Herr and Thomas E. Long); (8) "Career Exploration" (George W. Johnson); (9) "Preparing Youth for Changing Roles and Tasks in Society, Work, and Family" (L. Sunny Hansen and Marianne M. Yost); (10) "Leisure and Career Development in the High School Years" (Carl McDaniels); and (11) "How to Remodel and Revitalize Your School Guidance Program" (Norman C. Gysbers). (NB)

ED 330 921 CG 022 963

Murrell, Stanley A.

Resource Versatility and Specificity for Elder Physical and Mental Health.

Pub Date—13 Aug 90

Note—25p; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Life Events, Mental Health, *Older Adults, Physical Health, *Research Methodology, *Research Needs, *Research Problems, *Well Being

This paper focuses on resource versatility and specificity for elder physical and mental health. First, the history of the progress of research on life events, resources, and well-being is reviewed. The trend toward emphasizing specific events rather than aggregate events and the trend toward giving greater recognition to the context in which stress and resources operate are discussed. An explanation of the context in which stress and resources operate are discussed. The Louisville project in which a probability sample of nearly 3,000 respondents aged 55 and older were interviewed concerning life events and resources is provided, and examples from that project are given in this paper. It is suggested that perhaps greater attention should be paid to both desirable events and positive mental health. The topics of specificity, explication, and context are reviewed. It is concluded that three directions of research will be essential if the field is to develop. Specifically, it is stated that: (1) precise studies are needed that are specific, rigorous, and refined, whose resource measures are clearly unidimensional, and whose event subtypes are narrowly defined; (2) comparative studies are needed which compare resources on different event subtypes that are more complex and cumbersome; and (3) models of mechanisms that operate across different events, or within event classes, need to be developed and tested. (ABL)

ED 330 922 CG 022 988

Educating against Drug Abuse.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102479-5

Pub Date—87

Note—85p.

Available from—UNESCO, 7 place de Fontenay, 75700 Paris, France.

Pub Type—Reports - General (140) - Guides - General (050)

Document Not Available from EDRS.

Descriptors—*Drug Abuse, *Drug Education, Foreign Countries, *Prevention, *Program Descriptions, *Program Design, Program Evaluation, Program Implementation

Identifiers—*UNESCO

This book is a compilation of drug education and drug abuse prevention materials collected by United Nations Educational, Scientific and Cultural Organization (UNESCO) along with example of activities carried out by various countries. It opens with four introductory papers by separate authors: (1) "Prevention of Drug Dependence: A Utopian Dream?" (Pierre Angel); (2) "A New Programme at UNESCO" (Nicole Friderich); (3) "Developing a Prevention Strategy" (Etienne Brunswic); and (4) "Evaluating Preventive Education" (Pierre Angel). The next three sections provide descriptions of drug prevention work from a variety of countries. These descriptions are grouped into three categories: the direct approach (materials from the United Kingdom, Spain, Gabon, Australia, and the Sudan); the alternative approach (materials from the 1976 seminar on drug abuse in Rome and reports from France and Southeast Asia); and indirect and selective approaches (materials from Mexico, Kenya, Canada, Australia, Germany, Burma, and France). The final section provides evaluation results from drug abuse prevention programs in the Philippines, Canada, and the United Kingdom. (TE)

ED 330 923 CG 023 265

Hodgkinson, Virginia A. Weitzman, Murray S.

Volunteering and Giving among American Teenagers 14 to 17 Years of Age. Findings from a National Survey, 1990 Edition.

Independent Sector, Washington, DC.

Spons Agency—Ford Foundation, New York, N.Y.; International Business Machines Corp., Armonk, N.Y.; Knight Foundation, Inc., Akron, Ohio; Lilly Endowment, Inc., Indianapolis, Ind.; McCormick Tribune Foundation, Chicago, IL; William Randolph Hearst Foundation, Los Angeles, Calif.

Report No.—ISSN-1054-2450

Pub Date—90

Note—70p.

Available from—Independent Sector, 1828 L Street, NW, Suite 1200, Washington, DC 20036 (\$20.00).

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescents, Citizen Participation, Extracurricular Activities, Humanitarianism, *Public Service, School Community Relationship, Secondary Education, Social Responsibility, Student Participation, *Volunteers

This survey was conducted by the Gallup organization on the volunteering and giving behavior of U.S. teenagers as a supplement to a national survey on giving and volunteering among U.S. adults. Information was obtained from in-home personal interviews with 301 teenagers from 14 to 17 years of age. Results indicated that 58 percent of teenagers volunteered an average of 3.9 hours per week, and approximately 29 percent of all voluntary assignments were performed as extra-curricular activities at school. The most frequently reported volunteer tasks were babysitting, assisting the elderly or handicapped, or serving as an aide or assistant to a paid employee. Primary institutions for voluntary activities were schools and religious institutions. The most frequently cited reasons teenagers gave for why they started to volunteer were that they thought they wanted to do something useful, and they thought they would enjoy the work. Schools and membership in religious institutions were found to have a major influence on the incidence of volunteering and contributing. Teenagers expressed more confidence in health and social service organizations, federal charitable appeals, public higher education, and the media, than in all other major institutions of society, including government, organized labor, or Congress. (Appended are a summary

of the volunteering and giving behavior of adolescents compared with adults, areas of volunteering and giving, the methodological statement, and the survey questionnaire.) (LLL)

ED 330 924 CG 023 266

Fischer, Lucy Rose And Others

Isolated Elderly.

Pub Date—Nov 90

Note—19p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), *Older Adults, Social Isolation, *Social Networks, *Social Support Groups, State Surveys

Identifiers—Minnesota

The Minnesota Senior Study, the first statewide survey of the elderly in nearly 20 years, was based on a telephone survey with a statewide sample of 1,500 non-institutionalized Minnesotans age 60 and older. Substantial numbers of Minnesotans age 60-plus were found to have low social contacts. Five percent, or about 33,000 older Minnesotans, fell into the "isolation" pattern. They saw both family and friends no more than monthly. All together, 30 percent, or about 200,000 older persons in Minnesota were either isolated or had low contact with friends and family. "Isolated" elderly, compared to older persons with more active social networks, were far more likely to lack a confidant, to have no one to help in an emergency, and to have no long-term caregiver available. The fact that large numbers of older Minnesotans had limited contact with both family and peers provides a strong case for continued, if not increased, funding for programs that facilitate social involvement with others, such as congregating dining, senior centers, and special programs for seniors through churches and other organizations. (Author/LLL)

ED 330 925 CG 023 267

Helping Children Succeed: A Handbook of Programs, Schools and Resources that Are Making a Difference.

Maine Aspirations Compact, Augusta; Maine Univ., Orono.

Spons Agency—Aetna Life and Casualty Foundation, Inc., Hartford, CT; Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date—Dec 89

Note—97p; Funding also received from the Betterment Fund and Maine Development Foundation.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Career Exploration, Career Planning, Community Role, Early Childhood Education, *Educational Needs, Elementary Secondary Education, *Excellence in Education, High Risk Students, School Community Relationship, Student Development, Student Improvement

Identifiers—Maine

In its first publication, "Helping Children Succeed," the Maine Aspirations Compact recommended strategies to help students raise their personal expectations, improve their academic performance, and expand their educational, career, and personal choices. This companion document presents a collection of successful efforts that are intended to guide students, parents, educators, and community leaders in examining the aspirations and educational needs of youth, and to help develop programs which respond to those needs. The handbook is organized into five sections. Section 1, User's Guide, includes the table of contents and a reference matrix which portrays the connections between the programs, schools, and resources profiled in the handbook, and lists five components of a model for achieving higher aspirations. Section 2, Program Profiles, includes information on 27 programs, primarily operating in Maine, many of which have the potential to be adapted in other communities. Section 3, School Profiles, examines six Maine schools that have developed effective learning environments for their students. The common thread among all these schools is their commitment to educational success for students. Section 4, Resource Profiles, provides information about eight resources in Maine that can be helpful for program planning and implementation. Section 5, MAC/UM Project, describes the activities of the Maine Aspirations Compact (MAC) and the University of Maine (UM) Aspirations Project. (LLL)

ED 330 926 CG 023 268

Moriarty, Dick And Others

The Role of Sport/Fitness and Eating Disorders: Cosmetic Fitness from Starvation to Steroids.

Pub Date—May 90

Note—17p; Paper presented at the International Congress on Youth, Leisure and Physical Activity (Brussels, Belgium, May, 1990).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anorexia Nervosa, *Athletics, *Bulimia, Eating Habits, Exercise, Foreign Countries, *Physical Fitness

Identifiers—Canada, *Eating Disorders, *Steroids

The incidence of eating disorders is much higher among children and young adults involved in sport and fitness activities. When weight loss is followed by excessive exercise, certain biological and social reinforcers become evident. This is also followed by a diminished appetite, increased narcissistic investment in the body, and an elevated production of endorphins which enhances mood. A number of studies at the University of Windsor Sport Institute for Research/Change Agent Research (SIR/CAR) conducted throughout the 1970's and 1980's showed that when youth sports programs are professionalized, commercialized, and politicized, maladaptive behavior among participants was a probable outcome. Sport- and fitness-induced eating disorders, and steroid use are a form of iatrogenesis, or education and health profession induced illness. Parents, sport administrators, teachers, coaches, and fitness instructors do not cause, cannot control, and cannot cure eating disorders or drug abuse. They can nevertheless contribute, either positively or negatively, to the prevention of the problem or prognosis in this illness. They can contribute positively through identification, facing up to the problem, practicing tough love intervention techniques, providing a referral to a qualified health professional, and providing both the eating-disordered individual and themselves with alternative coping mechanisms and lifestyle behaviors. (LLL)

ED 330 927 CG 023 269

Moriarty, Dick And Others

Legislation and Litigation Resulting from the Canadian Commission of Inquiry into the Use of Drugs and Banned Practices Intended To Increase Athletic Performance.

Pub Date—[Mar 91]

Note—45p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Athletics, *Drug Abuse, Drug Use Testing, Foreign Countries, Performance Factors Identifiers—Canada, *Dubin Inquiry (Canada), *Steroids

This paper presents the results from the Dubin Inquiry Report (1990) into drug abuse for athletic purposes. The inquiry involved testimonies from 48 steroid users, and from coaches, sport administrators, medical doctors, sport scientists, and International Olympic Committee representatives. Recommendations from the Dubin Report include: (1) increased and improved drug testing at the national and international levels; (2) third-party testing by the Sports Medicine Council of Canada; (3) stricter sanctions, including suspension for at least the next world championship, after a violation; (4) legal sanctions for steroid distribution and use; (5) clearer demarcation on rights and responsibilities of Sport Canada and the sports governing bodies, with the former responsible for financing carded athletes and national teams, and the latter responsible for the selection and eligibility of such teams; (6) change in emphasis by the sporting community, the media, and the public at large from winning medals to personal excellence; (7) establishment of an independent arbitrator to deal with appeals; and (8) ethics and morality modules in the National Coaching Certification Program. (LLL)

ED 330 928 CG 023 270

Lemoncelli, John J. Leonard, Jean

An Intervention Program for High Risk Undergraduate Students: A Unique Collaborative Practicum Experience.

Pub Date—[90]

Note—21p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Probation, *Counselor

Training, *Graduate Students, Higher Education, *High Risk Students, Individual Counseling, *Practicums, *Undergraduate Students

This report describes the design, implementation, and subjective evaluation of a pilot program, in which graduate practicum students offered short-term counseling to 13 high-risk (academic probation) undergraduate students at Marywood College (Pennsylvania). The counselors-in-training were expected to provide direct counseling services and instruct the clients in the use of the college's academic support services. Counselors-in-training received direct, live supervision of each counseling session. The use of a one-way mirror and an audio system allowed the supervisor to instruct immediately the counselor-in-training via an earphone. The counselors-in-training observed one another and provided feedback concerning counseling skills, techniques, and goals and directions. Counselors-in-training further reviewed their sessions through videotape recordings. The program seemed to provide a highly successful experience for both the counselors-in-training and the undergraduate students who received the counseling services. With rising costs, and faculty and staff work load demands, many graduate and undergraduate clinical programs are not able to establish or maintain "clinics" for students to receive "hands-on" experience in a supervised setting. This pilot program appeared to offer a viable alternative to the traditional "clinic" model. In most cases, academic probation was symptomatic to personal and familial problems for the clients in this program. Eleven of the 13 students were retained by the college following the counseling. The campus-wide support for this pilot program from students, graduate and undergraduate, faculty and administration was extremely positive. (LLL)

ED 330 929 CG 023 271

Victims of Rape. Hearing before the Select Committee on Children, Youth, and Families, House of Representatives, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families. Pub Date—28 Jun 90

Note—206p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Federal Legislation, Hearings, *Rape, Sexual Abuse, *Victims of Crime, Violence Identifiers—Congress 101st

This hearing before the House Select Committee on Children, Youth, and Families presents information on victims of rape. The opening statement is given by George Miller, representative from the state of California, and chairman of the committee. A fact sheet about victims of rape and the facts and findings of the committee are presented. The findings include information on the nature and scope of rape, crime and punishment, the rape victim, date rape and spousal rape, the rapist, theories of rape, reforms of rape laws, and helping rape victims. Statements are given by: (1) Martha Zehner, survivor of rape and psychotherapist, Spring Garden Psychological Associates, Hellam, Pennsylvania; (2) Gail Elizabeth Wyatt, associate professor of medical psychology, University of California at Los Angeles, California; (3) Dean G. Kilpatrick, professor of clinical psychology and director of crime victims research and treatment center, Medical University of South Carolina at Charleston; (4) Wanda Keyes-Robinson, division chief, sex offense unit, Office of State's Attorney for Baltimore City, Baltimore, Maryland; (5) Jane Nady Burnley, director, Office for Victims of Crimes, U.S. Department of Justice, Washington, District of Columbia; and (6) B. Joyce Dale, executive director, Delaware County Women Against Rape, Media, PA, and president of the National Network for Victims of Sexual Assault, Arlington, Virginia. Prepared statements, letters, and supplemental materials are included. (LLL)

ED 330 930 CG 023 272

Education Can Help Prevent AIDS and Drug Abuse among Women. The Fact Is...Series.

National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD.

Report No.—MD395

Pub Date—Mar 90

Note—8p.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Alcohol Abuse, *Drug Abuse, *Females, *Prevention, Resource Materials

As a contribution toward community education efforts, this two-part resource list targets staff of alcohol and other drug use prevention projects, Acquired Immune Deficiency Syndrome (AIDS) projects, and women's health projects. The first section presents factual information on AIDS, including transmission patterns and demographics. The second section describes educational resources. These include videotapes, pamphlets, and manuals. The resources listed provide materials whose target population is primarily female. The materials include information about alcohol and other drugs, as well as their relationship to AIDS. A review of selected books follows the listing of organizations. (LLL)

ED 330 931 CG 023 273

Richards-Govere, Kimberly A. M.

The Effects of Membership-Group Similarity on Counseling Process and Outcome.

Pub Date—[89]

Note—10p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Client Characteristics (Human Services), *Counseling, Counseling Effectiveness, Counselor Client Relationship, Ethnic Groups, Group Membership, *Outcomes of Treatment

Recent studies suggest that membership-group similarity may be a strong motivator in initiating a counseling relationship, but that similarities in attitudes, experiences, and cognition affect the counseling process and outcome. In addition, within group differences between members of the same ethnic group affect the counseling process and outcome. The theories discussed in this paper can be categorized into two basic groups. The first group (Congruity Theory, Balance Theory, and Theory of Identificatory Process) proposes that membership-group similarity gives credibility to the communicator, if the receiver and the communicator belong to the same membership group. The second group of theories (Dissonance Theory, Instrumental Value Theory, and the Theory of Racial Consciousness) propose that membership-group similarity has no effect on the counseling process and outcome unless it is perceived as having an instrumental value by the client. A recent study found that similarities in attitudes, values, and personality traits may be important variables in the counseling process and outcome, and that it is not appropriate to assign clients to counselors based solely on membership-group similarity. The historical misconception that membership-group similarity has in itself an effect on the counseling process and outcome has been exposed, and the variables which do have an effect on the counseling process and outcome are being defined. What is now lacking in the literature is the degree to which each variable contributes to the effectiveness of the counseling process and outcome and whether those variables are significant to all the prevalent ethnic groups. (LLL)

ED 330 932 CG 023 274

Prakash, Jai Shukla, Anand Prakash

Emotional Responsiveness and Emotional Stability in Three Religious Communities of India.

Pub Date—Jul 90

Note—8p; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Emotional Adjustment, Foreign Countries, Higher Education, Personality Traits, *Religion, Religious Differences Identifiers—*India

The present study investigated personality dispositions such as emotional responsiveness and emotional stability in religious communities of India. The religious ideology and particular system of religious practices of each individual may influence his personality structure. A review of the literature shows that studies available in this area have been scanty, and the findings contradictory to some extent. In this study, college students (n=300) from three religious groups (Hindu, Muslim, and Christian) were surveyed using the Adult Personality Assessment Questionnaire. The results indicated that

Christians and Muslims were less emotionally responsive than Hindus. This difference may be due to the fact that Hinduism allows greater freedom of faith, and the nature and structure of Hinduism teaches open-mindedness. Emotional instability existed more among Christians and Hindus compared to Muslims, who were found to be more emotionally stable possibly due to the rigid nature of Islam, where every procedure is fixed, producing much more rigidity in followers. More research is needed, however, to confirm these findings. (LLL)

ED 330 933 CG 023 275

Klug, Wayne

A Preliminary Investigation of Toughlove: Assertiveness and Support in a Parents' Self-Help Group.

Pub Date—Aug 90

Note—36p; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Assertiveness, Behavior Modification, Parent Child Relationship, *Parenting Skills, Program Effectiveness, Program Evaluation, *Self Help Programs, *Social Support Groups

Identifiers—*Toughlove

This study examined Toughlove, the controversial self-help organization for parents and out-of-control adolescents. Six small group Toughlove meetings containing an average of 8 members for each were observed, and questionnaires were completed by 75 Toughlove parents from 8 states. Variables examined include the roles of empathy, assertiveness training, separation, overcoming guilt, organizational influences, and the therapeutic process. Assertiveness training and community support were found to be key factors in the Toughlove process, and they were found to be effective in changing certain antisocial adolescent behaviors. Less important were the variables of separation, overcoming guilt, and organizational influences. A traditional therapeutic relationship played little part in the group's process. Parents' self-report inventories suggested significant reductions of nine of their children's antisocial behaviors between the month prior to joining Toughlove and the most recent month. Tasks for future research include the validation of parents' reports of their children's behavior, measures of assertiveness and self-esteem gained by group members, and a comparison of these results with those of a more traditional therapeutic approach. (LLL)

ED 330 934 CG 023 277

Getzfeld, Andrew R.

Physiological Bases of Bulimia, and Antidepressant Treatment.

Pub Date—8 Apr 91

Note—22p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bulimia, *Drug Therapy, Eating Habits, *Outcomes of Treatment, *Physiology Identifiers—*Antidepressants

This paper reviews the literature on the physiological causes of bulimia and investigates the rationale behind the usage of antidepressant medication in the treatment of bulimia nervosa. No definite conclusions can be stated regarding the physiology of bulimia, but a number of hypotheses are suggested. It appears that the hypothalamus is involved in bulimia nervosa, and that endorphins related to obesity are also apparent. The literature further hypothesizes that the satiety function is impaired in bulimics, and that serotonin and norepinephrine levels are also impaired. The treatment of bulimia nervosa with tricyclic antidepressants remains controversial. These drugs work with many people, but the reasons why they work remain somewhat unclear. One hypothesis states that major depression may be associated with a lack of activity of norepinephrine in the brain, and that serotonin may also be involved in major depression. Both of these neurotransmitters have been implicated as being dysfunctional in bulimics, leading to the hypothesis that bulimia and mood disorders are somehow related. Chemotherapy as an effective treatment modality for bulimia should remain under investigation. It is hypothesized that desipramine will be effective in reducing the bingeing and purging behaviors of bulimics, and that an adequate blood level needs to be reached before desipramine produces its desired effects.

If this hypothesis proves to be valid, it will add to the support that chemotherapy is a viable treatment option for bulimia, that bulimia may somehow be linked with affective disorder, and that bulimia may have a physiological basis. (LLL)

ED 330 935 CG 023 278

Luna, G. Cajetan And Others

Proceedings of the International Conference on AIDS and Homeless Youth: An Agenda for the Future (1st, San Francisco, California, June 25, 1990).

Pub Date—90

Note—22p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *Homeless People, Social Bias, Sociocultural Patterns, Victims of Crime, Violence, World Problems, *Youth, Youth Problems

This proceedings of the first international conference on Acquired Immune Deficiency Syndrome (AIDS) and homeless youth included over 125 delegates from 32 countries. There was strong consensus among delegates that street youth are often in high and multiple Human Immunodeficiency Virus (HIV) risk situations, and programmatic responses are needed. Discussions addressed associated issues including violence towards street youth in both developed and developing countries. Delegates identified successful strategies and techniques for addressing the problems of these youth, and established relationships for future collaborative efforts. The worth, resiliency, and potentiality of these youth regardless of their race, economic status, place of residence, sexual orientation, or lifestyle underscored the discussions. The central consensus recommendation was that youth deserve protection from all forms of neglect, exploitation, and cruelty. Increases in violence against street youth reflect larger complex, often insidious economic, political, and social factors. Delegates described how endemic discrimination against street youth is exacerbated when youth are identified as being HIV positive or having AIDS. The second International Conference on Street Youth will be held as a satellite of the 20th International Congress of Pediatrics in Rio de Janeiro, Brazil on September 4th and 5th, 1992. This gathering will include street youth speaking on their own behalf about their interests and needs. General discussions will focus on primary health care and on decreasing abuse, violence, and killings of street youth. (LLL)

ED 330 936 CG 023 279

Bickel, Ann Ertle, Vicki

Parenting Skills Curricula: A Descriptive Guide.

Northwest Regional Educational Lab., Portland, Ore.; Western Center for Drug-Free Schools and Communities.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Feb 91

Contract—S188AA00001

Note—34p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, Elementary Secondary Education, *Parent Education, *Parenting Skills, *Prevention, Students

This descriptive guide is designed as an ongoing document which focuses on parent education in alcohol and other drug (AOD) prevention efforts. The guide describes available curricula for parent education which are appropriate for K-12 comprehensive AOD prevention and intervention programs in schools and communities. The majority of the programs included are sequential, instructor-led programs which require a minimum of 10 hours of parent and/or family participation. All provide information and practical skill-building opportunities. Instructor training is required for many programs, but all are designed to be easily implemented in schools or communities. Each selection includes a description of the format, content, available training, and materials for the programs. None of the programs included have been evaluated, and none are being endorsed. Reasons for including parenting education programs in a comprehensive plan to prevent AOD use among youth are listed, and guidelines for selecting and implementing a curriculum are included. (LLL)

ED 330 937 CG 023 280

Youth Employment. Final Recommendations of the State Superintendent's Task Force.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—Bull-No-91233

Pub Date—Nov 90

Note—63p.

Available from—Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Legislation, Parent Role, Secondary Education, Work Experience Programs, Working Hours, *Youth Employment Identifiers—Wisconsin

This report contains the final recommendations of the task force on youth employment for the state of Wisconsin. The task force was specifically charged with studying issues related to working teenagers, reviewing existing laws and regulations on child labor, and developing recommendations to ensure that when teenagers work, their jobs do not interfere with school. The primary concerns of the task force were that employers, students, and parents were often confused about child labor laws; children were sometimes working more than one job and obtaining work permits at several different locations; parents were not aware of research recommending that more than 20 hours of work during the school week was often detrimental to a student's school performance; parents needed to have the authority to cancel work permits if school attendance and grades declined; and the number of hours that youths were currently allowed to work when school was in session seemed excessive. The task force was divided into five committees, each of which studied issues and developed a set of recommendations. The committees include: (1) information for parents, students, and schools; (2) school-supervised work experience programs; (3) the work permit process; (4) statutes related to employment; and (5) guidelines for the employment of minors. This report first presents a summary of recommendations, followed by the specific recommendations from each committee. Appended are research materials and meeting minutes. (LLL)

ED 330 938 CG 023 281

Alcohol and Other Drug Abuse Programs: A Resource and Planning Guide.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—Bull-No-91387

Pub Date—Apr 91

Note—120p.

Available from—Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, Educational Resources, Elementary Secondary Education, Legal Responsibility, Peer Counseling, *Program Development, Program Evaluation, Program Implementation, Students

This resource and planning guide on comprehensive alcohol and drug abuse programs was developed by the Wisconsin Department of Public Instruction. Section 1 of the guide presents an overview of alcohol and other drug abuse (AODA), discussing the problem and the solution. Section 2 describes how to implement programs from the initial planning stages to a final, though ongoing, evaluation phase. This is followed by section 3 on strategies of integration within programs, within the school, and with the local community. Section 4 offers a brief synopsis of the AODA program, and section 5 presents full descriptions of the student programs, including the Student Assistance Program, peer programs, and special clubs and activities. Section 6 outlines collateral programs for adults, including the Employee Assistance Program, employee wellness programs, and parent programs. At the end of each program description, special issues concerning implementation and operation are discussed. The next section looks at special populations. These include students with specific sets of circumstances that necessitate a more direct, more intense treatment or adaptation of program services. Such populations arise from individual issues, such as eating disorders and exceptional education needs, and societal issues, such as gender roles and cultural difference. Appended are sample sheets, forms, checklists, and resources that staff members can use when developing and running programs; a discussion of legal issues related to operation.

ing AODA programs; and a glossary of AODA terms. (LLL)

ED 330 939 CG 023 282

Remiaoff, Mary
Evaluation of the Program for Parenting Adolescents.
Calgary Board of Education (Alberta).

Pub Date—Jun 90
Note—256p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Community Health Services, *Community Programs, *Continuation Students, *Early Parenthood, Females, Foreign Countries, *High Risk Students, *High School Equivalency Programs, High Schools
Identifiers—Alberta (Calgary), Canada

The Calgary Program for Parenting Adolescents (PPA) was designed to provide an opportunity for parenting teenagers girls to complete their high school education. For the purposes of evaluation, surveys were developed for each of the respondent groups: students (n=58), teachers (n=26), PPA staff (n=10), PPA coordinating committee members (n=4), and infant center staff (n=23). The findings revealed that students, teachers, social workers, PPA staff and committee members supported the program. Students expressed concern over their ability to manage studies; maintain attendance; and access assistant principals, social workers, and the nurse. Teachers identified the leniency of school policy, and the lack of information/feedback from PPA and parenting students as problem areas. PPA staff and committee members identified communication, organization, coordination, and leadership as requiring attention, and expressed the need for additional staff training, and inservice. (Appendix A contains the program guidelines; Appendix B gives study results; and Appendix C provides questionnaires and interview schedules.) (BHK)

ED 330 940 CG 023 283

Wolfe, Jane A. Siehl, Peterann M.
Adolescent Suicide: Prevention Starts in Childhood.

Pub Date—[90]
Note—11p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, *At Risk Persons, *Child Development, Elementary Secondary Education, Parent Child Relationship, Parents, Prevention, *Self Concept, *Suicide
Identifiers—*Adolescent Suicide, *Suicide Prevention

Adolescent suicide is thought by many experts to be the second leading cause of death among adolescents. The present strategies being used, which attempt to prevent these suicides by treatment during adolescence, do not seem to be working. This study therefore examined the development of self-concept and coping strategies during childhood in an effort to discover methods of providing the support and guidance needed in order for children to adopt those strategies found to be effective during adolescence. Parents of 51 adolescents who committed suicide completed a questionnaire covering personality and behavioral aspects of their children's lives during preschool, elementary, junior high, and high school and older ages. A control group of parents (n=23) who had at least one post-high school age child completed similar questionnaires. The adolescents who committed suicide were found to have utilized external locus of control beginning in elementary school, were more likely to have given up or argued when having difficulties, and at high school and older ages had been less likely to compromise as a way to solve problems, than control group adolescents. The number of stresses that the suicide sample had experienced was also significantly greater than stress experienced by the control group. Adolescents who committed suicide were more impulsive beginning at preschool, and developmental trends toward greater sensitivity were found at every age level. (Author/BHK)

ED 330 941 CG 023 284

In Class, In Step: A Community Resource Guide for School Dropout Prevention.
West Virginia State Dept. of Education, Charleston. West Virginia School Dropout Prevention Task Force.

R1E SEP 1991

Pub Date—[Mar 91]

Note—34p.

Pub Type—Guides - General (050) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Cooperation, *Community Resources, *Dropout Characteristics, *Dropout Prevention, Dropout Programs, *High Risk Students, High School Students, Intervention, Secondary Education

Identifiers—West Virginia

This West Virginia community resource guide discusses the growing crisis of school dropouts, reviews some of the consequences of dropping out of school, and provides guidance for schools and communities who seek to initiate a dropout prevention program. After an introductory overview of the dropout problem; the human, health, and educational effects of dropouts on West Virginia; the demography of dropouts in West Virginia, and the individual and family risk factors for school dropouts, the guide discusses the steps to take in initiating a dropout prevention program. The first step is to gather specific information about the school system and community climate; accordingly, advice is provided in a question-and-answer format. The next steps discussed include building a community coalition and developing a community planning process. Strategies for prevention and intervention are then discussed, including tutoring/peer tutoring, extracurricular involvement, parent education, alternative schools, counseling, mentoring, and pre-school programs. The next section addresses strategies for developing financial resources to support a dropout prevention program, including school system resources, foundations and corporations, and other local resources. The guide concludes with a discussion of the role of community advocates in initiating such a program, along with a summary and brief suggestions to assist businesses, parents, teachers, and the community in helping children stay in school. Appended are illustrative materials for duplication or for use as overhead transparencies. (TE)

ED 330 942 CG 023 285

Truist, Jerry Dooley-Dickey, Katherine
At-Risk Students: A Profile for Early Identification.

Pub Date—Apr 91
Note—18p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Prevention, *Dropout Programs, High Risk Students, *High Schools, High School Students, Intervention

This paper examines available information on early identification of students at risk of prematurely dropping out of school. Many factors such as drug use, lowered educational achievement, delinquency, and unemployment appear to be consequences of dropping out, yet cause and effect is often difficult to define. A variety of school related, personal, and familial factors have nevertheless been identified as predictors of dropping out; these include such factors as low perceived school relevance, poor grades, misbehavior, friends dropping out, and lack of parental monitoring. Development of an effective profile for early identification of at-risk students may involve the incorporation of the strengths of several approaches. Needs assessment methods, retrospective analysis of local data to determine historical trends, potential dropout identification instruments, teacher rating and referral methods, and tracking students as they meet critical at-risk criteria are all ways to identify potential dropouts. The level and nature of a student's risk of premature exit from school should be viewed within the context of the student's particular school, family, and personal characteristics. (BHK)

ED 330 943 CG 023 286

Gibson, Richard L.
School-Based Recovery Support: The Time Is Now!

Pub Date—Apr 91
Note—18p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discussion (Teaching Technique), Drug Abuse, Drug Addiction, *Drug Rehabilitation, High Risk Students, High Schools, *Role Models, *School Support, *Student School Relationship

Identifiers—*School Based Recovery Support

The School-Based Recovery Support (SBRS) is a curriculum plan that assists students who return to school after addiction treatment or a conscious effort to become drug free. It is a daily course in life skills that a student can take for credit. The primary goals of SBRS for facilitators are as follows: (1) attempt to create a climate of support and challenge; (2) motivate students to change through role modeling and discussion; (3) teach students respect and positive regard; and (4) help students change from high risk to low risk individuals. An intensive multiple case study conducted in 1990 revealed that students who did not enroll in SBRS withdrew from school within a few weeks of their initial return. Students who enrolled in SBRS appeared to have more positive perceptions of their home, family, and peers. SBRS students increased their overall school attendance. SBRS is a dynamic, ever-changing program that can not be prepackaged and used in existing curriculum programs; however, elements of the program may be readily adapted. (A list of sample values and norms of SBRS are appended, along with a weekly and daily activities list and directions for obtaining further information.) (BHK)

ED 330 944 CG 023 287

Albert, Marcia Aseltine, Daniel
An Overview of California State Polytechnic University, Pomona's "Continuation Group" of Undeclared Majors Conducted during Fall Quarters 1989 & 1990.

Pub Date—22 Apr 91
Note—11p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991). Supersedes ED 320 043.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, College Students, *Degree Requirements, *Educational Counseling, Higher Education, *Majors (Students), Universities
Identifiers—California State Polytechnic University Pomona

California State Polytechnic University's continuation group of undeclared majors is a retention program that supported students who, in their first three quarters of attendance, have not yet declared a major. These students have been unable to declare majors because they were not in good academic standing; they were on probation, subject to disqualification, or even disqualified. This cohort of the continuation group was first screened at which time accepted students (n=21) were required to attend an academic counseling group and were longitudinally tracked. Students generally completed assignments promptly, adapted well to nontraditional techniques, and consulted informally with coordinators. Some students were overly optimistic about projected grade point averages, did not interact with other group members, and exhibited less than baccalaureate level writing skills. Three students remained enrolled in the institution, and maintained at least a minimum grade point average of 2.0 or "C". Eleven students were no longer enrolled. Based upon these academic performances, it appeared that the intervention had not positively affected the targeted behaviors. A larger sample is needed before conclusions can be made. (BHK)

ED 330 945 CG 023 288

Chandras, Kan V.
Changing Role of the Father in the United States.

Pub Date—[Apr 91]
Note—21p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Fathers, Males, *Parent Role, *Role Conflict, Sex Role, *Sex Stereotypes, Social Behavior, Theories

American society is experiencing a sex-role revolution. This revolution is transforming the roles and status of men and women in American society.

These changes appear to be the result of the rapid social changes sweeping the country. While men and women may be freer to follow their desires and aspirations, this revolution has also produced new problems and anxieties. Various reasons can be found for the changing roles of the father in American society. The traditional role of the man as the "good provider" is changing. The role of the father in the socialization of his children appears to be an issue of great importance and interest in our society. Some studies consider the father's role as "maternalistic," in that these studies often focus on the mother's perception of the role of the father in the family, rather than focusing on the father's perception. Sociocultural changes in the United States provide explanations as to why fathers are more involved with their children. As a result of our mobile society, there is a need for the father to provide support in areas that were traditionally filled by extended family, long-standing friends, and neighbors. The changing role of the father is looked in the context of four theories: The Individual Development Theory; Cognitive Dissonance Theory; the Social Judgment Theory; and Attribution Theory. (BHK)

ED 330 946 CG 023 289

Kelly, Susan D. M. Lambert, Seiden S.
Family Support in Rehabilitation—The "Soft" Way To Improve Outcomes.

Pub Date—22 Apr 91

Note—67p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991). Tables contain small print which may not reproduce well.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Chronic Illness, Disabilities, *Emotional Adjustment, *Emotional Problems, *Family Role, *Rehabilitation, Social Support Groups

This paper examines the thesis that family support is capable of influencing rehabilitation outcomes, and focuses on the functions of support in relationship to adaptation to chronic illness or disability and quality of independent living including work. The document reviews published empirical studies on family support in rehabilitation including observational and nonrandomized intervention studies, case studies and surveys, and randomized controlled trials of support interventions. Methodological problems associated with some of these studies are discussed. It is concluded that the literature on this topic supports the notion that rehabilitation outcomes such as treatment compliance, perceived psychological well-being, employment, and mortality are affected by supportive family involvement and participation. It is noted that some of the studies suffered from methodological problems that reduced the confidence attachable to their findings, and that linkages between the support-outcome relationship remain nonspecific. Evidence suggests that rehabilitation programs, interventions, and strategies aimed at improving the psychosocial side of rehabilitation can form an appropriate research and policy agenda. (BHK)

ED 330 947 CG 023 290

Maglio, Christopher J.
Grief Counseling and Grief Therapy: A Cognitive-Behavioral Perspective.

Pub Date—23 Apr 91

Note—19p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Modification, Behavior Theories, Cognitive Restructuring, *Counseling Techniques, *Counseling Theories, *Crisis Intervention, *Grief

This document applies the Cognitive-Behavioral Approach to grief counseling and grief therapy. Although most people are able to work through their grief with support from family and friends, some people may not want to burden loved ones with their loss. Grief counseling or grief therapy is best used by those individuals who need the opportunity to talk confidentially and who want help while working through the stages of grief. Grief counseling emphasizes the need to increase the reality of loss, to help the client deal with expressed and latent affect and overcome various impediments to read-

justment, and to encourage the client to make a healthy emotional withdrawal from the deceased and feel comfortable reinvesting in another relationship. Grief therapy, on the other hand, strives to identify and resolve conflicts of separation which preclude completion of the mourning tasks. Grief therapy is often used when a client fails to grieve or has trouble resolving feelings. It emphasizes the therapeutic goal of achieving emotional wellness after the loss of a significant other through the grieving process. Specific cognitive-behavioral techniques for both grief counseling and grief therapy are available. In grief therapy and grief counseling, there may be a tendency to overlook or disregard unconscious processes, view feelings as entities to be controlled, and have a judgmental differentiation between therapist and client. Therefore, cognitive-behavioral approaches to grief may not be well suited for all clients. (BHK)

ED 330 948 CG 023 291

Sheridan, Edward P.
When Conflict Becomes Crime: Prevention and Treatment for Domestic Violence.

Pub Date—[Apr 91]

Note—19p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, Crime, *Educational Counseling, *Family Violence, Rehabilitation Counseling

Identifiers—Arizona (Pima County)

Pima County's (Arizona) Domestic Violence Division Program (DVDP) provides assessment and monitoring services, counseling and education, and support services to defendants in cases of domestic violence in lieu of prosecution and sentencing. After a defendant is arrested for domestic violence, the DVDP assessment is scheduled within 72 hours of release, contingent upon the defendant calling for the appointment. A second assessment session is scheduled within 10 days of the initial session. Defendants are given a referral to a community service provider who schedules the screening interview. Treatment consists of several types of services based on an evaluation of all information obtained thus far. The DVDP utilizes a level system for monitoring defendants accepted into their program. Level I defendants receive minimal monitoring and 10 hours of educational service; Level II defendants receive 3 months of monitoring and 20 hours of counseling; Level III defendants receive 6 months of monitoring and a minimum 20 hours of counseling, and Level IV defendants receive one year of monitoring and have at least 20 hours of counseling. When Conflict Becomes a Crime (WCBC) is a program that is part of Level I monitoring. WCBC is structured to teach clients a continuum of cognitive-behavioral skills which eliminate abusive and violent behavior. The goal of the program is to help each participant to eliminate abusiveness and violence in the home. (Detailed information for group facilitators is included.) (BHK)

ED 330 949 CG 023 292

Tracy, Patsy Dills
Gender Differences in Rates of Utilization of Iowa's Public Alcohol Treatment Facilities 1984-1986.

Pub Date—Apr 91

Note—15p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcohol Abuse, *Drug Abuse, *Psychiatric Services, Racial Differences, *Sex Differences, *Trend Analysis, Use Studies

Identifiers—Iowa
The 5% set-aside fund from the federal Alcohol, Drug, and Mental Health Services block grant of 1984 provided a special emphasis on women's entry into treatment programs. Secondary analysis of admissions data from the Iowa Division of Substance Abuse Management Information System for 1984 to 1986 demonstrated that there was a change in the trend of admissions to public alcohol treatment facilities with gender, age, and race being significant factors in these changes. Although a majority of the

admissions to these treatment facilities continued to be white males, there was an increase in female admissions. In 1986, females comprised 21.2% of the total admissions compared to the 17.7% female admissions in 1984 and the 11% female admissions in 1977. There were twice as many adolescent females as there were adolescent males in treatment in 1986. However, there was a gradual decrease in the female admissions in the 31-49 age group. Minority women were represented by higher percentages of admissions than were minority men. The analysis of the socio-demographic data on admissions highlights the factors of age and race as the most significant factors associated with entry. Women had fewer prior admissions, lower frequency of alcohol use, less employment, and more health insurance than men. (Author/BHK)

ED 330 950 CG 023 293

Paterson, John G.
Public Wellness—Preventive Mental Health.
Pub Date—[Apr 91]

Note—8p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 22-24, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counseling, *Educational Radio, Foreign Countries, *Mental Health

Identifiers—Alberta (Edmonton), Canada

As today's society places more and more emphasis on preventive mental health, the use of counselors and psychologists as consultants on the radio is a viable alternative form of public education. The radio can be used to educate and inform the public about psychological issues. In 1982, a local radio station in Edmonton, Alberta aired the first program of "That's Living," a talk show that was hosted by psychiatrists and psychologists. This radio program provided a context where counselors, psychologists, and psychiatrists communicate directly with the public. This program was built on the philosophy that people are important and can be educated and informed. The program operates in the following manner. The host presents a topic and initial comments; then the telephone lines are opened for calls, and the host answers questions related and unrelated to the topic of the show. Ethical guidelines have been developed for psychologists working in the mediums of radio and television by the Association of Media Psychologists. Information on additional counseling talk shows is included. (BHK)

ED 330 951 CG 023 294

Alcohol Warning Posters: How To Get Legislation Passed in Your City.

Center for Science in the Public Interest, Washington, D.C.

Pub Date—Feb 91

Note—35p.

Available from—Center for Science in the Public Interest, 1875 Connecticut Ave., NW #300, Washington, DC 20009-5728 (\$4.95 each, quantity discounts).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advertising, *Alcohol Education, Alcohol Beverages, *Consumer Protection, Health Education, *Local Legislation, Safety

Identifiers—*Alcohol Warning Posters

This manual was developed to assist citizens seeking alcohol warning posters wherever alcoholic beverages are sold. Warning posters can include health information about drinking during pregnancy, the danger of using alcohol while driving or using machinery, or alcohol dependency and addiction. Warning posters are now required in cities such as New York and Philadelphia and in Maine and California. This guide therefore gives advice to activists interested in seeking timely legislation, describes warning poster laws, and provides strategies for obtaining health messages in bars, restaurants, and liquor stores. This manual also provides information on where to put warning signs, how to prepare a warning poster law, how to build a successful coalition, how to push for legislation educating the public, how to use the media to educate society, and how to develop a press list and press release. A list of national organizations interested in alcoholic problems and fetal alcohol syndrome warning signs and poster law is appended. (BHK)

ED 330 952 CG 023 295

Rhine, Maureen Kulkin
The Effects of Parental Mid-life Divorce on Young

Adult Development.

Pub Date—Nov 90

Note—24p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Divorce, Higher Education, *Individual Development, *Parent Child Relationship, *Young Adults

This study examined the effect of parental divorce on the affective development of young adults, in order to assess the needs of this group for guidance, support, services, policies, and legislation. Undergraduates (n=330) at five universities in Southern California were divided into a target group (n=37) whose parents had separated in the past 5 years; another target group (n=55) whose parents had been separated for 6 or more years; and a remaining comparison group (n=238). The following instruments were administered: the Student Developmental Task and Lifestyle Inventory; the Moos Family Environment Scale (Moos & Moos, 1974); the Life Change Inventory and the Young Adult Affect Scale, along with a questionnaire on demographics, the parent-student relationship; and the students' perception of the parents' relationship. No significant group differences were found for the developmental tasks of establishing and clarifying purpose and academic autonomy, whereas when the recent target group was divided into very recent and later recent groups, the very recent target group showed decreased capacity for developing mature interpersonal relationships. Parent-child relationships were also adversely affected by recent divorce; particularly for fathers. Implications of this study for practice are enumerated for college counseling centers, family life educators, college personnel, church-affiliated campuses, legislators, family law attorneys, and family life researchers. (TE)

ED 330 953

CG 023 296

Rosenbaum, Carol

Intervention Strategies To Improve Behavior of Children with Severe Discipline Problems.

Pub Date—90

Note—53p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, *Classroom Techniques, *Counseling Techniques, *Discipline Problems, Intermediate Grades, Junior High Schools, Middle Schools, Teacher Student Relationship

Students with severe disciplinary problems in the school district are often transferred from school to school. Maintaining classroom discipline continues to be a concern for teachers, parents, and other professionals. This practicum therefore examined ways to minimize the disruptive behavior of problematic "acting out" children. These counseling strategies were designed to reduce the severely disruptive behavior of problematic children and provide alternative behavior structures in the classroom, and to increase comfort levels of teachers when handling these children. Twelve counseling sessions were developed to teach alternative forms of behavior. Children were shown different techniques for management and control of their own behaviors. Modeling and coping mechanisms were also used. Children were given reinforcements for progress. Data were collected before and after the duration of the counseling sessions. Comfort levels of the children were determined by counselor interviews, a checklist, and a questionnaire. All of the objectives were satisfactorily achieved; behavior transfers declined, suspensions were reduced, children exhibited more socially acceptable behaviors, and teachers expressed confidence in their ability to handle minor disruptions effectively. The data suggest that behavior disordered children could be identified and taught to follow rules; that acceptable behavior could be learned through counseling sessions within the school setting; and that children may feel better about themselves after this behavior training. (A student checklist, a teacher questionnaire, a "Smile-O-Gram," and a feedback questionnaire are appended.) (Author/BHK)

ED 330 954

CG 023 297

Craig, Charles W.

The Importance of Educational Assessments in the Rehabilitation Process.

Pub Date—[Jan 91]

RIE SEP 1991

Note—6p.; Summary of a paper presented at the Annual National Consultation on Vocational Counseling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, Career Choice, *Career Counseling, *Counseling Techniques, Dislocated Workers, *Rehabilitation Programs

All rehabilitation programs have some educational component. The case worker must be able to effectively evaluate the choices presented to the client, then assist the client in recognizing those choices that are valid and realistic. Often times new occupational positions require additional training. The counselor should keep in mind the client's intellectual potential, educational levels, physical tolerance, and goals. These issues can be explosive when designing the educational aspect of any rehabilitation program for if they are misjudged, they can have major cost and outcome consequences. The following is a set of questions designed to guide the assessment process: (1) Will the person be able to perform the job physically? (2) Does the client have the intellectual capacity to carry out the job? (3) How, and where, may training for the job be acquired? (4) Is this choice likely to lead to productive employment? (5) What are the client's actual academic levels? (6) What work needs to be done to have the client ready to enter a program? (7) How long is the preparation work likely to take? (8) Where should the preparatory work be carried out? (9) What is the best place to obtain the training program? (10) What special equipment or remedial assistance may be required? (11) What is the likely cost of the whole educational planning process? (BHK)

ED 330 955

CG 023 298

Miller, Marilyn A.

The Effects of Music Videos on Adolescent Meaning Construction and Attitudes toward Physical Violence as a Method of Conflict Resolution.

Pub Date—90

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Conflict Resolution, *Family Violence, *Mass Media Effects, Music, Sex Differences, Sex Role, *Television Viewing, *Violence

Identifiers—*Music Videos

This study addressed the problem of sexism and violence in music videos that present conflict resolutions in domestic violence situations. Research suggests a positive relationship between violence in the home coupled with violence on television and subsequent aggression in individuals. This study examined the effects of this conflict resolution mode on adolescent viewers and assessed the degree to which adolescent participants comprehend themes and messages in music videos. Adolescents (n=106) responded to a questionnaire on the portrayal of males and females in music videos. Subjects were shown three current rock videos. One video depicted an abused female responding aggressively, the second video showed an abused female acting in a prosocial way, the last depicted the abused female responding regressively. Results indicated that the participants who watched the most violent video were most aggressive in their responses. The violent video was most arousing. Males were more retaliatory than female participants, who appeared more fearful and apprehensive. Participants who watched the regressive video were more despondent. Subjects appeared to be video literate, and moods, cognition and attitudes were affected. (BHK)

ED 330 956

CG 023 299

Glazie, David L. And Others

A Comparison of Intervention Strategies for Undecided College Students.

Pub Date—[Apr 91]

Note—23p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Career Development, Community Colleges, Counseling Effectiveness, *Counseling Techniques, Two Year Colleges, Two Year College Students

This study investigated the effects of different methods of delivering career counseling to college students. Three groups of community college students (N=148) undecided about their major received three levels of career development intervention: a life/career planning course, career testing with counselor interpretation, or no formal intervention. Both the life/career planning class and the completion of a career test battery assisted students in becoming more decisive about their career choice. Students in life/career planning classes were found to change more significantly in relation to career development than students who completed the career choice battery. This difference was attributed to three factors: (1) life/career planning counselors focused on personal growth as well as career development, while counselors who interpreted the career choice battery stressed the career decision making process; (2) the Career Decision Scale primarily measured one facet of career development, career decision making, while the Career Development Measure attempted to measure the entire career development process; and (3) career maturity is a function of personal development, an area that can only be explored in depth in an on-going class or counseling relationship. Although this study suggested that a life/career planning class provided more opportunity for career development, counselor interpretation of a career choice battery would be an acceptable alternative when departments are faced with money, time, and personal constraints. (LLL)

ED 330 957

CG 023 300

PREP: Planning To Realize Educational Potential.

Maine Occupational Information Coordinating Committee, Augusta.

Pub Date—Jul 90

Note—153p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Career Awareness, *Career Exploration, Curriculum Guides, *Decision Making Skills, Grade 8, Junior High Schools, *Junior High School Students, Self Evaluation (Individuals)

This curriculum guide consists of nine lessons designed for eighth graders to participate in career exploration and decision-making. Lesson 1 describes the goals of the program, criteria involved in considering life opportunities, and the value of good decision making. Lesson 2 helps the student explore his/her personality, identify strengths and weaknesses, define values, and identify values held. Lesson 3 contains worksheets to assist the student in determining career interest factors and areas of skill, aptitude, and educational potential. In this lesson, the student completes a personal profile using the information gathered to date. Lesson 4 describes the stages of the decision-making process. Students practice using the process in small groups and then apply the process to a decision they are currently examining. Lesson 5 helps the student understand the concept and importance of categorizing jobs into clusters, and jobs that fit his/her interest profile. Lesson 6 allows the student to compare and contrast jobs and their occupational preparation time. The student also uses career resource materials to research occupations. Lesson 7 utilizes two career exploration software programs, CHOICES Jr., and DISCOVER for Middle and Junior High School. Lesson 8 helps the student identify important work values and lifestyle factors, and identify a traditional and non-traditional occupation to research. In Lesson 9 the student completes his/her career preparation plan and chooses the coursework necessary for post-secondary preparation. (LLL)

ED 330 958

CG 023 301

Blakley, Jim

NextStep: A Computer-Based Career Implementation System.

Pub Date—Jan 91

Note—17p.; Paper presented at the Annual National Consultation on Vocational Counseling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Career Counseling, *Career Exploration, Career Information Systems, Computer Oriented Programs, Decision Making, Foreign Countries, Secondary Education, Secondary School Students

Identifiers—Canada, *NextStep

NextStep is an IBM compatible, computer-assisted learning system to help users explore and reality test their tentative career plans and bring their career decision to a more real and community-oriented level. The NextStep system assumes that the user is literate and has at least one tentative occupational goal. The system is based on a cognitive-behavioral and developmental model. NextStep is targeted to secondary school students, adults in career transition, or those returning to the workforce. The program is designed to show users how to carry on with additional research and gain exposure to relevant experiences, and to give the user a specific blueprint for action. That blueprint will contain such information as names, addresses, telephone numbers, yellow page headings, names of publications, and ideas for part-time and summer jobs. Much of this information will be local in nature. By emphasizing the research component, the system can help some users to avoid locking themselves into a tentative occupational choice before they have properly explored the realities of the occupation under consideration. Some users may be recycled back to the career exploration decision making stage. A fundamental value behind the design of the NextStep program is that it is better to find out now that an occupation is inappropriate rather than after completing training or taking an entry level job. (LLL)

ED 330 959

CG 023 302

Kimball, James C.

Career Interest Search: A Prototype Computer-Assisted Occupational Interest Inventory for Functionally Illiterate Adults.

Pub Date—[Apr 91]

Note—20p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adults, Career Information Systems, Computer Assisted Testing, Computer Software, *Illiteracy, *Interest Inventories, *Occupational Information, Reliability, Validity, *Vocational Interests

This study developed a prototype occupational interest inventory for academically disadvantaged/functionally illiterate adults. The reliability and validity of the prototype were determined by comparing the results with those of a standardized commercially-available occupational interest inventory. A counterbalance design was employed with 30 academically disadvantaged/functionally illiterate adults to compare three occupational interest inventories: (1) United States Employment Services (USES); (2) Paper-Pencil Prototype Interest Inventory; and (3) Microcomputer Prototype Interest Inventory. The research results achieved acceptable reliability and concurrent validity of the prototype occupational interest inventories, particularly the microcomputer version. The microcomputer "Career Interest Search" could be a valuable assessment tool to assist academically disadvantaged/functionally illiterate adults in any setting. It has several advantages which make its use desirable: it is inexpensive and user-friendly; it provides immediate feedback/results and personalized/private assessment; reference materials are easily obtained; it encourages further exploration and counselor contact; and it lists recognizable job activities/tasks in the items as opposed to references to school subjects and occupational titles in the USES Interest Inventory items. (LLL)

ED 330 960

CG 023 303

Parker, Reese And Others

Adult and Adolescent Perceptions of Their Community's Drug Use Patterns.

Pub Date—Apr 91

Note—21p; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Behavior Patterns, Community Attitudes, Comparative Analysis, Drinking, *Drug Use, *Knowledge Level, Perception, Secondary Education, *Student Attitudes

This study identified differences and similarities among the perceptions of adult and adolescent community members regarding drug use patterns and practices. A written questionnaire was administered

to 5,128 adolescents from grades 7 through 12 in the rural inland northwest, and a similar questionnaire was administered to over 900 adults in the same communities. The questionnaires assessed reported alcohol, tobacco, and other drug usage; selected demographic information; perceptions of community drug use patterns; and knowledge about drugs. The arena for average first experimentation with alcohol moved from high school to sixth grade; for average first intoxication from 12th grade to 8th grade; for regular use from post-high school to 9th grade; and for experimentation/intoxication/regular use of other drugs from 12th grade to 9th grade, all in a single generation. In every case, the ease with which adults perceived that students could obtain the respective substance was much greater than that perceived by the students themselves. Student and adult perceptions of adult use of alcohol showed uniform levels of agreement; however, student and adult perceptions of adult use of marijuana, cocaine and pills did reveal significant differences. Significant differences between adult and student perceptions of student use of drugs were also found. Student and adult knowledge levels of alcohol and other drugs were not significantly different; however, adult knowledge of alcohol was superior to that of the students, and student knowledge of other drugs was superior to that of the adults. (LLL)

ED 330 961

CG 023 304

Mayton, Daniel M., II And Others

Adolescents Who Drive Under the Influence: Correlates and Risk Factors.

Pub Date—27 Apr 91

Note—20p; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Alcohol Abuse, *At Risk Persons, Drinking, *Driving While Intoxicated, Drug Abuse, High Schools, High School Seniors, Predictor Variables

This study was designed to determine the correlates or potential risk factors which predict whether an adolescent who drinks or uses drugs will refrain from driving under the influence, or will drive in this condition. A group of 426 rural high school seniors completed a questionnaire which assessed drug use patterns and previously identified risk factors for substance use and abuse. A little over one-half of this group reported not driving when they were drunk or high, 27.7 percent did so once or twice, 15 percent did so between 3 and 10 times, and the remaining 2.8 percent drove a car while under the influence of drugs 11 or more times. Nine significant predictors of driving while under the influence were identified: (1) amounts of alcohol consumed at a time; (2) binge drinking patterns; (3) levels of drug usage at school or school events; (4) presence of drug user support groups at school; (5) history of getting into trouble with drugs; (6) involvement in extracurricular activities; (7) perceptions of the harmfulness of drugs; (8) perceived knowledge gained from exposure to drug education messages; and (9) being a male. These predictors indicated the need for prevention programming which targets specific behaviors, perceptions, and alternative experiences to alcohol and drug use, and which does not exclusively fall into the school domain. (Author/LLL)

ED 330 962

CG 023 305

Ball, Richard E.

Work and Marital Happiness among African Americans.

Pub Date—Apr 91

Note—16p; Paper presented at the Annual Meeting of the Southern Sociological Society (Atlanta, GA, April 11-14, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Employed Women, *Employment Level, *Marital Satisfaction, Sex Differences, Socioeconomic Status, Unemployment

This study investigated the relationships between the employment statuses of African American husbands and wives, and their marital happiness. Data for 234 husbands and 292 wives were obtained from the 1980-86 General Social Surveys. The data corroborated earlier findings that African American husbands indicated greater marital happiness than did wives. The findings coincide with findings for whites, and support the general idea that husbands

benefit more from marriage than wives. Full-time employment for husbands was associated with intermediate levels of happiness for both spouses. The work status for husbands that was associated with the lowest marital happiness for both husbands and wives was unemployment. Any status other than unemployed was a preferable status for husbands. If the husband perceived himself, or was perceived by his wife, to be productively occupied, marital happiness appeared to be enhanced. Households in which wives worked full-time did not have the highest levels of marital happiness. Wives who worked full-time evidenced the lowest levels of marital happiness, and husbands whose wives worked full time showed the second lowest level of marital happiness. (LLL)

ED 330 963

CG 023 306

Satcher, Jamie Dooley-Dickey, Katherine

College and the LD Student: Where Does the School Counselor Fit In?

Pub Date—22 Apr 91

Note—11p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Preparation, High Schools, *High School Students, *Learning Disabilities, *School Counselors, *Transitional Programs

Although the school counselor could play a critical role in the school to college transition for students with learning disabilities, it appears that these students are not being adequately served by the school counseling profession. A school counselor can assist students with college training potential in a number of ways: (1) begin planning well before the completion of high school; (2) be aware of admissions criteria at colleges under consideration, and how the college defines the term "qualified handicapped"; (3) consider the availability of student support services programs; (4) be sure to advise the college of the existence of a learning disability; and (5) consider the availability of accommodations and services to facilitate the adjustment of the student. The school counselor has the knowledge of college programs needed to facilitate the college planning of students with learning disabilities. Furthermore, school counselors' attitudes toward college training as an option for students who have learning disabilities may influence whether or not these students choose to pursue college training. Therefore, it is important that school counselors learn more about learning disabilities and take an active role in assisting these students in preparing for and entering college. (LLL)

ED 330 964

CG 023 307

Hill, Donna Spitzhoff

Alcohol Education Programming for Colleges and Universities. Center of Alcohol Studies Pamphlet Series.

Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.

Pub Date—91

Note—30p.

Available from—Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 (\$2.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alcohol Education, College Students, *Higher Education, Program Development, Program Implementation

The focus of this pamphlet is on establishing or refining a program to provide educational services for the general student body at colleges and universities, most of whom drink alcoholic beverages during their college career. Although most of these students are not currently experiencing chronic alcohol abuse, nor will most of them develop chronic alcohol problems, they do need information to reduce the risks associated with alcohol use. This pamphlet is based on the premise that education should be directed at providing information and developing skills for responsible decision-making concerning alcohol. The first part looks at issues to consider when planning for an alcohol education program. These include: (1) program planning committee; (2) role of policy; (3) determining needs; (4) goal setting; (5) assessment of resources; (6) determining the scope; (7) designating program leadership; (8) peer education model; (9) recruitment and selection; (10) retention; (11) program content; and (12) materials development. The second part pro-

vides information for implementing an alcohol education program. The two main issues to consider are logistics of programming and program promotion. The third and fourth parts examine referrals for counseling and program evaluation. (LLL)

ED 330 965 CG 023 308

Strategic Plan for Colorado's Families and Children: A Draft for Review and Comment.

Colorado Governor's Office, Denver. Policy Academy Team.

Pub Date—Oct 90

Note—91p; Prepared by the Police Academy Team on Families and Children At-Risk.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*At Risk Persons, *Child Welfare, Family (Sociological Unit), *Family Programs, Human Services, Policy Formation, Program Development, State Programs

Identifiers—Colorado

In 1989, the state of Colorado participated in a policy academy on families and children at risk. The intent of the policy academy was to enable states to develop a strategic plan for families and children that would be family focused with an emphasis on family self-sufficiency, and to begin to create a service delivery system integrated across agencies and oriented toward prevention and early intervention. This report includes the policy goals that have been identified through the strategic planning process. These include: (1) creating a shared vision for Colorado families and children among all segments of society; (2) ensuring that all family and child related policies, statutes, rules, regulations, practices, procedures, and legislation are consistent; (3) establishing service delivery options that emphasize and maximize the participation of families and children in choosing options for prevention and treatment; (4) ensuring that efforts to prevent problems begin as early as possible; (5) integrating and prioritizing state planning and budgeting to achieve a coordinated, integrated service delivery system; (6) establishing communities as the focus of service planning and delivery; (7) establishing a single entry point for access to services; (8) establishing a state accountability system based on key outcome indicators for children and families; and (9) developing a human service work force with the skills and knowledge to work effectively with families and children. (LLL)

ED 330 966 CG 023 309

Job Finding Club Pilot Project for Older Workers.

Pub Date—Jan 90

Note—7p; Paper presented at the National Consultation on Vocational Counseling (16th, Ottawa, Ontario, Canada, January 23-25, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employment Problems, Employment Programs, Foreign Countries, *Job Search Methods, *Older Adults, Pilot Projects

Identifiers—Canada, *Job Finding Clubs (Canada)

The Job Finding Club model originated in the early 1970's with Dr. Nathan Azrin, a behavioral psychologist and was adapted by Arthur Mills and his colleagues for use in Canada Employment Centers. Job Finding Club is a combined effort by its members to help each other find work. The Job Finding Club approach was adapted for use with older job seekers. Using behavioral techniques, the counselors created intensive and structured learning situations that provided members with the practical experience of job search. Several characteristics became evident for older workers during this pilot program. Older workers had a strong self-concept, could readily provide accurate details of the skills and abilities utilized in their past work experiences, and could identify occupational areas where they wanted to conduct their job search. They had some difficulty visualizing transferrable skills, and as a result were reluctant to search outside their past work experiences. Many indicated strong resistance to relocation. Information and permission for risk taking often had to be introduced by the counselors before members could shift into action. It has been demonstrated that the Job Finding Club approach with its emphasis on changing self-defeating behaviors while learning new job search skills enabled unemployed older workers to rejoin the labor market. (LLL)

ED 330 967 CG 023 310

Ooms, Theodora Golonka, Susan

RIE SEP 1991

Evolving State Policies on Teen Pregnancy and Parenthood: What More Can the Feds Do To Help?

American Association for Marriage and Family Therapy, Washington, DC. Research and Education Foundation.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—90

Note—46p.

Available from—Family Impact Seminar, 1100 17th St. NW, 10th Floor, Washington, DC 20036 (\$10.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Early Parenthood,

*Federal Programs, Federal State Relationship,

*Pregnancy, State Programs, Unwed Mothers

This report includes the meeting highlights from a policy seminar which looked at successful models of state action taken by Illinois, Maryland, and North Carolina to reduce the incidence of adolescent pregnancy. Shirley Randolph, Associate Director of the Illinois Department of Public Health, described the Illinois initiative called Parents Too Soon, which serves as a coordinating agency for 125 community-based organizations. Bronwyn Mayden, Executive Director of the Governor's Council on Adolescent Pregnancy in Maryland, provided the history and background of the council, which directs Maryland's joint executive/legislative initiative to establish a Maryland Task Force on Adolescent Pregnancy. A successful public/private fundraising campaign to produce television "spot" commercials directed toward adolescents initiated by the council, the Campaign for Our Children, is described. Barbara Ziegler, Executive Director of the Mecklenburg Council on Adolescent Pregnancy and founding member of the North Carolina Coalition on Adolescent Pregnancy describes the state's initiative which, unlike Illinois and Maryland, is largely centered in the private sector. Ongoing efforts discussed include training local representatives, publishing a quarterly newsletter, and producing brochures and other related materials. Each panelist responded to a question about the role of the federal government in the area of adolescent pregnancy. The report is followed by a background briefing report which covers the following topics: (1) goals of teenage pregnancy policy; (2) inventories of federal programs related to teenage pregnancy and early childbearing; (3) teenage pregnancy legislation in the 101st Congress; (4) trends in state policy; (5) three exemplary state initiatives; (6) what the federal government can do to help; and (7) a summary listing of federal programs. (LLL)

ED 330 968 CG 023 311

Hamon, Raean R. Thiesen, Jake D.

Coping with the Dissolution of an Adult Child's Marriage.

Pub Date—Nov 90

Note—8p; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Children, *Coping, *Divorce,

*Older Adults, Parent Child Relationship, Parents

This study examined the coping strategies implemented by older parents in their attempt to manage the pain and demanded changes which usually accompany the dissolution of family relationships. Fifty-two parents, ranging in age from 54 to 87 years participated in focus groups and personal interviews. A number of psychological and social resources were used by older parents in their attempt to minimize the discomforts engendered by an offspring's divorce. Many parents were able to relinquish a sense of personal responsibility for their child's divorce and maintain a sense of self-esteem, knowing that they did the best job that they knew how as a parent. Flexibility was also a personality trait that seemed to enhance one's ability to cope. Social support provided by spouses, friends, colleagues, and relatives proved essential for several parents. Parents incorporated a number of coping responses. Many engaged in cognitions which aided them in understanding and making sense of the situation. When children were perceived to be doing well with their new marital statuses, parents frequently described themselves as being better adjusted. Activities such as reading, working and exercising were also part of the individual coping repertoires of many parents. This research empha-

sized the importance of assessing the entire family situation when trying to understand an aged parent's response and level of adjustment to the divorce of offspring. (LLL)

ED 330 969 CG 023 312

Chambliss, Catherine And Others

Effects of Maternal Employment on Perceptions of Childhood in College Students.

Pub Date—91

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Employed Parents, Higher Education, *Mothers, *Parent Child Relationship, *Part Time Employment, Student Adjustment, Student Attitudes

This study investigated the effects of maternal employment status on college students' adjustment, perceptions of childhood, and appraisals of parents. A questionnaire packet was administered to 67 introductory college students in order to gather information about their mothers' employment status during different stages of development. Maternal employment status was found to be significantly associated with subjects' perceptions of childhood freedom, beliefs about the quality of parent's marriage, admiration for mother, and perceptions of mother's happiness. No significant differences were found between the three maternal employment groups (part-time, full-time, no employment) on the majority of childhood appraisal items including perception of life satisfaction, happiness, social adjustment, relationships with parents, intelligence, success, or self-esteem. However, subjects whose mothers had been non-employed or who had worked full-time when they were infants, were more likely to perceive a loss of freedom as a result of their mothers' work status. Subjects with mothers who worked full-time when they were infants were more likely to report the belief that their mother's work status had adversely affected the quality of her marriage. Also, subjects whose mothers had been unemployed during their childhood were more likely to report that they would admire their mothers more if her work status had been different. Other results of this study support the idea that part-time maternal employment is seen as being preferable to either full-time or no employment. (Author/LLL)

ED 330 970 CG 023 313

Wearne, T. David

Occupational Choices of Children: Must They Be Traditional?

Pub Date—Jan 91

Note—14p; Paper presented at the Annual National Consultation on Vocational Counseling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, Elementary Education, Elementary School Students, Foreign Countries, Occupational Aspiration, School Counselors, *Sex Stereotypes

Identifiers—Canada

Most research indicates that the stereotyping of career roles still occurs among children and youth, and this form of stereotyping has a significant influence on career choice and vocational aspirations. Three factors which seem to keep girls from pursuing non-traditional occupations include gender-role socialization, poor self-efficacy, and negative attitudes held by both girls and women. The focus of career decisions made during the early school years is based on the use of fantasy. During the fantasy period, and beyond, imagery and daydreams may be a viable vehicle to counter the effects of the factors which influence gender-role stereotyping. The preferred approach for school counselors to reach children and youth has always been primary prevention. The vehicle utilized in a primary prevention program is usually the same as that found in most good classrooms; the counselor emphasizes group dynamics in assisting the class-sized group to realize new attitudes about gender roles. Counselors can assist children either directly or indirectly with the assistance of classroom teachers to develop new and exciting views of their place in a society devoid of gender-role stereotyping. As children come to learn that work can become an integral part of a healthy, productive lifestyle rather than a life sentence, they will find much more meaning to planning for their place in society. (LLL)

ED 330 971 CG 023 314

Arch, Elizabeth C.

Sex Differences in Affect Efficacy, Task Efficacy, Anxiety and Willingness To Participate in a Performance Situation.

Pub Date—Apr 91

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Graduate Students, Higher Education, Participant Characteristics, Performance, *Self Efficacy, *Sex Differences

This study investigated responses of men and women to simulated performance situations as a means of determining if affect efficacy relates independently to willingness to participate in such situations, and whether its effect differs by sex. Questionnaires were distributed to 178 graduate students at a small private liberal arts institution. The respondents were primarily teachers or prospective teachers, and the reason for the questionnaire was stated as a preliminary investigation for a larger project on the usefulness of a new teaching technique. Compared to men, the women consistently responded more negatively to the type of situation presented in the scenarios; women tended to be more anxious, less willing to participate, and less confident in their ability to come up with a usable idea. However, the differences between the women and men on these variables were small. The only variable for which the results showed a significant difference was affect efficacy. Both men and women imagined that they would be somewhat anxious under these conditions, yet women were less likely than men to cope with that anxiety. For both men and women, if they felt confident about their ability to cope with the task demands, they also tended to feel confident about their ability to cope with their own emotional responses, and to be willing to participate. (LLL)

ED 330 972 CG 023 315

Renninger, Gretchen Chambliss, Catherine

Factors Influencing the Effects of Parental Marital Status on Adolescent Sexual Activity.

Pub Date—91

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Divorce, High Schools, *Marital Status, *Parents, *Sexuality

Many studies have been done pertaining to the effects of parental divorce on children. Recently, studies have shown that parental marital status has an effect on adolescents' sexual activity. Specifically, children of divorced parents have been found to be younger at first coitus than children of married parents. This study attempted to replicate these findings, as well as investigate possible factors that might be associated with the earlier sexual activity of adolescents of divorced parents. Eighty-nine high school students from a small Eastern Pennsylvania school were administered a 38-question survey. The questions concerned each subject's parents' marital status and the subject's sexual activity. In addition, questions investigated the possibility that anger, lack of parental supervision, and parental endorsement of sexuality are associated with the earlier sexuality of children of divorced parents. It was hypothesized that children of divorced parents would be sexually active earlier than children of married parents and that greater anger, lack of supervision, and parental endorsement of sexuality would be associated with this earlier sexual activity. The results did not support the hypothesis. Children whose parents were separated or divorced were not found to be more likely to have had intercourse or show higher levels of overall sexual activity. Their age at first experience of intercourse was not significantly different from that of children whose parents' marriage was intact. The results of this study also failed to support the hypothesis that anger, lack of supervision, and parental endorsement of sexuality are associated with earlier sexual activity of children with divorced parents. (Author/LLL)

ED 330 973 CG 023 316

Salisbury, Karen, Ed.

The Senior Community Service Employment Program: The First 25 Years.

Green Thumb, Inc., Arlington, VA.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Dec 90

Contract—99-0-00-93-11-08902

Note—43p.

Available from—Green Thumb, Inc., 2000 North 14th Street, Suite 800, Arlington, VA 22201.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Programs, *Employment Programs, Employment Services, Job Training, *Low Income Groups, *Older Adults, Part Time Employment, Poverty

Identifiers—*Senior Community Service Employment Program

The Senior Community Service Employment Program (SCSEP) provides subsidized, part-time employment to low-income persons age 55 and older. Participants work an average of 20 hours a week and are employed in a wide variety of community service activities and facilities, including home health care, adult day care, and nutritional services. The 11 national sponsors are: American Association of Retired Persons, the Asociacion Nacional Pro Personas Mayores, Green Thumb, the National Association of State Units on Aging, the National Caucus and Center on Black Aged, the National Council of Senior Citizens, the National Council on Aging, the National Indian Council on Aging, the National Pacific Asian Resource Center on Aging, the National Urban League, and the U.S. Forest Service. SCSEP furnishes participants with personal and job related counseling, an annual physical examination and job training. As a way of maximizing resources SCSEP grantees established working agreements with Job Corps Centers, local Private Industry Councils, Service Delivery Areas, the private sector, child care providers and adult education and literacy agencies. Working with the Job Training Partnership Act network, SCSEP grantees have been able to obtain skill training and unsubsidized placements for enrollees. Working with the private sector, agreements have been made with major corporations to assist in recruitment, orientation, and placement of older workers into unsubsidized jobs. (Brief program descriptions of the 10 grantees and a discussion of state sponsors are included. Case examples illustrating benefits to enrollees are presented.) (BHK)

ED 330 974 CG 023 317

Abzug, Lois

Teachers Achieving Success with Kids (TASK): A Teacher-Student Mentorship Program for At-Risk Students.

Pub Date—Apr 91

Note—51p.; M.S. practicum, Nova University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Attendance, Attitude Change, *Behavior Change, Classroom Environment, Discipline, Grade 6, Grade 7, Grade 8, *High Risk Students, Intermediate Grades, Junior High Schools, *Mentors, Middle Schools, Student Attitudes, *Teacher Student Relationship

Identifiers—*Middle School Students

The Teachers Achieving Success with Kids (TASK) mentorship program was designed to improve the attendance, discipline, academic achievement and attitudes of at-risk students attending an urban middle school. In order to develop positive relationships, 25 teacher-student pairs met each day away from the classroom setting and engaged in one hour weekly sessions. Weekly progress reports were completed by teachers which evaluated the student's attendance, discipline and academic progress. Teachers and TASK coordinators met bi-weekly. An attitudinal survey was completed by the target group before and after the program. Results indicated that there had been a significant improvement in attendance, discipline and academic achievement among the targeted population, as well as a positive change in attitudes about school. It was concluded that the teacher-student relationship had a profound effect on the student performance and attitudes about school. TASK principles could be applied to any school where the need for teacher student mentorships exist from elementary school through high school. Appendices include the student and teacher survey instruments, and analyses of attendance, discipline, academic achievement, and attitudinal changes among the target population. (Author/BHK)

ED 330 975 CG 023 318

Herzog, A. Regula And Others

High School Seniors' Preferences for Sharing Work and Family Responsibilities between Husband and Wife. Monitoring the Future. Occasional Paper Series, Paper 3.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date—79

Note—70p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Family Life, *Family Structure, High Schools, *High School Seniors, Life Style, *Marriage, National Surveys, Spouses, *Student Attitudes, *Trend Analysis, *Values

Identifiers—*Division of Labor (Household), Monitoring the Future

In order to describe in detail adolescents' preferences for the division of labor between husband and wife, including the flexibility inherent in the various alternatives, to assess changes in these preferences over recent years, and to explore potential correlates, data from the Monitoring the Future Survey, a large annual survey of high school seniors, were examined. High school seniors (N=3,000) rated their preferences for the allocation of work and family duties within their own prospective marriages. The results indicated that many high school seniors favored half-time or full-time work for wives without children. The majority preferred mothers of preschool children to stay home, although half-time work was acceptable to many. Virtually all seniors viewed less than full-time employment by the husband as unacceptable. With regard to child care and housework, most seniors preferred equal sharing between the spouses. A comparison of four senior classes revealed a slight trend from 1976 to 1979 toward increased sharing of duties. The results suggest that preferences toward sharing of responsibilities depends critically on the particular responsibility involved, the division of the other responsibilities the couple has to meet, and the distinction between categorizing an arrangement as desirable versus merely acceptable. (Tables, figures and references are included; research design and procedures, and item wordings are appended.) (Author/BHK)

ED 330 976 CG 023 319

Herzog, A. Regula Bachman, Jerald G.

Description of a Special Survey Using a Single Combined Form of the Monitoring the Future Questionnaires. Monitoring the Future. Occasional Paper Series, Paper 6.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Contract—NIE-G-78-0036

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—High Schools, *High School Seniors, Life Style, National Surveys, *Response Style (Tests), *Student Attitudes, Test Use, Test Validity, *Trend Analysis, *Values

Identifiers—Monitoring the Future

The Monitoring the Future study surveys high school seniors annually. Data from a special survey of high school seniors (N=1,050) conducted in 1978 designed to complement the annual Monitoring the Future survey were compared to data from the 1978 Monitoring the Future survey of approximately 18,000 high school seniors. Means and correlations were compared in order to determine the extent to which the special survey reproduced the findings from the Monitoring the Future sample. Only one clear-cut difference between the two sets was found. Results indicated that respondents in the special data collection exhibited a tendency to give identical answers to most or all of the questions within large item sets in later parts of the questionnaire. The reported data suggest that due to what is assumed to be a decline in motivation people responded in somewhat more stereotypical ways in later parts of the long questionnaire used in the special data collection, as reflected in the straight-line or almost straight-line reporting. Appropriate cautions are therefore suggested when using the data from this special data collection for estimation of means and interrelationships between questions from the same set, but correlational and multivariate analyses using questions from different sets should not be seriously biased. (BHK)

ED 330 977 CG 023 320

Bachman, Jerald G. And Others

Changes in Drug Use after High School as a Function of Role Status and Social Environment. Monitoring the Future, Occasional Paper Series, Paper 11.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date—81

Note—113p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attitudes, *Drug Abuse, Drug Use, *Employment Level, Followup Studies, Higher Education, High Schools, High School Seniors, *Illegal Drug Use, *Incidence, Life Style, *Marital Status, National Surveys, *Social Environment, Trend Analysis, Values, Young Adults

Identifiers—Monitoring the Future, Role Status

Relatively little longitudinal research exists on the progression of drug-using behaviors through the early adult years, a period during which young people make a number of important transitions in social environments, primary activity, and marital status. Using data from the national study, *Monitoring the Future*, changes in the use of cigarettes, alcohol, marijuana, and other illicit drugs by young adults after high school were examined for various groups defined in terms of living/marital situation, student status, and employment status. Results indicated that post-high school drug use was highly predictable from senior year drug use. The use of alcohol, marijuana, and other illicit drugs (but not cigarettes) seemed also to be influenced by post-high school living arrangements. More specifically, living with a spouse tended to reduce drug use, living with parents tended to continue the senior year status quo, living with a partner tended to mostly increase drug use, and other living arrangements, including dormitories, also tended to increase use. These relationships were largely unaffected by the inclusion of other predictor dimensions. (Author/BHK)

ED 330 978

CG 023 321

Johnston, Lloyd D. And Others

Marijuana Decriminalization: The Impact on Youth 1975-80. Monitoring the Future, Occasional Paper Series, Paper 13.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—81

Note—94p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitudes, Criminal Law, *Drug Legislation, *Drug Use, *High School Graduates, High Schools, High School Seniors, *Illegal Drug Use, Life Style, *Marijuana, National Surveys, Trend Analysis, *Values, Young Adults

Identifiers—Monitoring the Future

Whether or not to decriminalize the possession of small amounts of marijuana has been one of the most hotly debated policy issues to come onto the U.S. scene over the last decade. This study sought to determine whether decriminalization has had an effect on marijuana use in high school seniors and young adults. In 10 states, marijuana possession has been decriminalized. Using most of the remaining states as a control group, the study attempted to assess the impact of the law on the attitudes, beliefs, and peer norms of high school seniors and young adults relating to marijuana use. Two data sources were used: repeated cross sections from successive classes of graduating high school seniors and longitudinal data on several panels of individuals drawn from the high school graduating classes of 1975 and 1976. Overall, the results indicated that decriminalization of marijuana had virtually no effect either on use or on related attitudes and beliefs about marijuana use among young people in this age group. (BHK)

ED 330 979

CG 023 322

Johnston, Lloyd D. And Others

Student Drug Use, Attitudes, and Beliefs in the Department of Defense Dependent Schools Class of 1982. Monitoring the Future, Occasional Paper Series, Paper 15.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—83

Contract—R01DA01411

Note—78p; For a related document, see ED 309

RIE SEP 1991

371.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Beliefs, Comparative Analysis, *Drug Use, High Schools, High School Seniors, *Illegal Drug Use, Incidence, National Surveys, *Student Attitudes, Trend Analysis, Values

Identifiers—*Dependents Schools, *Military Dependents, Monitoring the Future

This paper compared findings from a drug use and related attitudes survey with those from the *Monitoring the Future* study. The comparison group consisted of high school seniors who attended the Department of Defense Dependents Schools (DoDDS) in 1982. The current prevalence of drug use among high school seniors in DoDDS and comparisons of drug use between high school seniors in DoDDS and seniors in stateside schools were examined. Data on grade of first use, intensity of drug use, attitudes and beliefs, and perceptions of certain relevancy aspects of the social environment were studied. Questionnaires were completed from DoDDS seniors (N=2,460) or 83% of the targeted students. This response compared to the 83% of the sampled targeted stateside seniors. Overall the patterns of licit and illicit substance use by the overseas DoDDS student population were impressively similar to their stateside counterparts. The same proportion of both population reported having ever tried any illicit drug, and nearly identical proportions reported having used an illicit drug other than marijuana. Equivalent proportions of DoDDS and stateside students perceived use of drugs as entailing great risk. Research indicated DoDDS students used inhalants, tranquilizers, heroin, barbiturates and opiates other than heroin, exhibited a higher use of licit drugs, and reported lower usage of marijuana than did stateside students. (BHK)

ED 330 980

CG 023 323

O'Malley, Patrick M. And Others

Student Drug Use in America: Differences among High Schools 1986-1987. Monitoring the Future, Occasional Paper Series, Paper 24.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—Dec 88

Contract—R01-DA-01411

Note—47p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, *Drug Use, High Schools, *High School Students, *Illegal Drug Use, *Incidence, National Surveys, *Trend Analysis, Values

Identifiers—Monitoring the Future

A previous study from 1982-1985 established that the drug problem was common in virtually all high schools. The present study examined the incidence of drug use in high schools in 1986 and 1987. The results indicated that, as in the previous study, illicit drug use was common in virtually all high schools. Most seniors (58.7%) attended schools in which 31-50% of their classmates used illicit drugs during the past year; but about 26.3% attended schools with higher rates of illicit drug use (51% or more classmates) and 14.9% attended schools with lower rates (30% or fewer classmates). Some of these differences were related to demographic factors in ways that were addressed in earlier reports; these included regional differences in drug use and the fact that use of illicit drugs is positively related to population density. (Author/BHK)

ED 330 981

CG 023 324

Johnston, Lloyd D. And Others

Drug Use among American College Students and Their Noncollege Age Peers. Monitoring the Future, Occasional Paper Series, Paper 25.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date—Dec 88

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, *College Students, Comparative Analysis, Drinking, *Drug Use, Higher Education, National Surveys, Sedatives, Sex Differences, Smoking, Stimulants, Values, *Young Adults

Identifiers—Monitoring the Future

Monitoring the Future is an ongoing research program which annually surveys high school seniors and also performs followup surveys of previous high school classes. This study used five different ques-

tionnaire forms to examine illicit and licit (alcohol and nicotine) drug use among U.S. college students and their age-peers not in college. The findings suggest little difference between young adults enrolled in college versus those who were not enrolled, in their annual prevalence of any illicit drug use, use of any illicit drug other than marijuana, or use of any illicit drug other than marijuana on stimulants. College students were also average for their age group in their annual prevalence rate for marijuana, although their rate of current daily marijuana use was half that of their age peers. Use of "crack" cocaine was distinctly lower among college students. College students rated slightly below noncollege-age peers in annual usage rates for lysergic acid diethylamide (LSD), opiates, barbiturates, tranquilizers and methaqualone. College students rated slightly higher annual prevalence of alcohol use, a higher monthly prevalence and a lower daily prevalence. Much lower smoking rates were observed in college students. The previous sex differences in college men's and women's smoking appeared to narrow, possibly due to random fluctuation. (BHK)

ED 330 982

CG 023 325

O'Malley, Patrick M. Wagenaar, Alexander C.

Minimum Drinking Age Laws Effects on American Youth: 1976-1987. Monitoring the Future, Occasional Paper Series, Paper 28.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—90

Contract—AA05928; DA01411

Note—104p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attitudes, Comparative Analysis, *Drinking, *Drug Use, High Schools, High School Seniors, National Surveys, Values, Young Adults

Identifiers—*Legal Drinking Age, Monitoring the Future

This research was undertaken to delineate cross-sectional differences among U.S. high school seniors and young adults that may be due to variations in recent years in state-level minimum drinking age laws, and to examine the effects of recent changes in minimum drinking age laws on alcohol consumption, and on other relevant attitudes and behaviors. Analyses were conducted using existing data collected by the *Monitoring the Future* project which involved national surveys of 15,000 to 19,000 high school seniors and annual followup surveys of recent graduates. The major findings were that: (1) higher minimum drinking ages were associated with lower levels of alcohol use among high school seniors and recent high school graduates, even after multivariate controls; (2) lower levels of alcohol use were observed across a broad spectrum of demographic variables; (3) the lower levels of use persisted into the early 20's, even though everyone was of legal age; and (4) lowered involvement in alcohol-related fatal crashes among drivers less than 21 years of age appeared to be due to less drinking of alcohol, in particular less drinking in bars or taverns. (Author/BHK)

ED 330 983

CG 023 326

Bachman, Jerald G. And Others

Linking Trends in Cocaine Use to Perceived Risks, Disapproval, and Lifestyle Factors: An Analysis of High School Seniors, 1976-1988. Monitoring the Future, Occasional Paper Series, Paper 29.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—90

Contract—R-01-DA-01411

Note—57p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cocaine, Drug Abuse, Drug Education, Drug Use, Elementary Secondary Education, High Schools, High School Seniors, *Illegal Drug Use, *Incidence, Life Style, National Surveys, Trend Analysis

Identifiers—Monitoring the Future

Research has shown a sharp drop in cocaine use among high school students and young adults since 1986. Alternative explanations for this decline were explored using questionnaire data from the *Moni-*

toring our Future project which involves annual nationwide surveys of high school seniors. Univariate and bivariate analyses examined each graduating class from 1976 through 1988; multivariate analyses focused primarily on the classes of 1985 through 1988. The results showed important parallels with earlier analyses of the decline in marijuana use. Although lifestyle factors (e.g., religious commitment, truancy, evenings out for fun and recreation) showed strong links with the individual's use of marijuana and also cocaine, these lifestyle trends cannot account for the declines in use of either drug. Importantly there has not been any reduction in reported availability of either drug. Instead, increases in perceived risks and disapproval appear to have contributed substantially to the recent declines in use of marijuana and cocaine. The findings provide strong support for the use of realistic information about risks and consequences as an important ingredient in drug use prevention efforts. Coupled with the availability findings, the results emphasize the importance of demand (as opposed to supply) reduction efforts. (Author/BHK)

ED 330 984 CG 023 327

Walt, Garry R., Comp.
CounselorQuest: Concise Analyses of Critical Counseling Topics.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-034-4

Pub Date—[91]

Contract—R188062011

Note—384p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (\$19.95).

Pub Type—Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Adults, Career Counseling, Counseling, Dropouts, Elementary Secondary Education, Higher Education, High Risk Students, Parents, Pregnancy, Preschool Education, School Counseling, Self Esteem, Substance Abuse, Suicide

Identifiers—ERIC Digests

This document contains 167 Educational Resources and Information Center (ERIC) digests from eight ERIC Clearinghouses covering topics of interest to counselors who work with clients from preschool age through adults. Digests are organized alphabetically by title; three indices help users locate digests alphabetically, by educational level, and by topic. The 167 digests fall into the following categories: Accessing ERIC; Achievement; Adolescence; Adults; Acquired Immune Deficiency Syndrome (AIDS); At-Risk Students-All Ages; Career Planning; Child Abuse; Computers and Technology; Counselor Performance and Accountability; Counselor Role; Creativity; Critical Thinking; Diversity/Higher Education; Divorce; Dropout Prevention; Early Childhood/Preschool Issues; Effective Schools; Elementary Issues; Employability; Ethical and Legal Issues; Families; Gangs; General Interest; Gifted; Grade Retention; Guidance Programs K-12; Handicapped; Homeless Children; Information Skills; Jobs/Career Development; Latchkey Children; Learning and Study Skills; Learning Styles; Marketing; Mentoring; Mexican Americans; Migrants; Minority Students; Multicultural Counseling; Parents; Peer Helping; Racism; Rural Students/Education; Selecting a College; Self-Esteem; Sex Equity; School, College and Community Alliances; Schools-College Level Guidance; Schools-Elementary Guidance; Schools-Middle School Guidance; Schools-Secondary Guidance; Southeast Asian Children; Stress; Substance Abuse; Suicide; Teenage Pregnancy; Testing and Assessment; Urban Education; Vocational Education; and Women. (NB)

ED 330 985 CG 023 328

Supplement for School Psychology, Effective July 1, 1990.

Kansas State Board of Education, Topeka.

Pub Date—1 Jul 90

Note—8p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consultation Programs, Counselor

Teacher Cooperation, Elementary Secondary Ed-

ucation, School Counseling, School Psychologists, State Standards

Identifiers—Kansas

This document comprises Kansas state standards and guidelines for school psychological services. School psychological services are defined as special services which provide: (1) consultation with other school staff to plan individual programs to meet the special needs of children as indicated by interviews, behavioral evaluations, and tests; (2) the administration and interpretation of psychological and educational tests; (3) the consultation with teachers and other school staff concerning child behavior, modes of learning, and the development of a positive learning climate; and (4) psychological counseling for children and parents. Topics discussed include: the scope of services; responsibilities of school psychologists; differentiated duties among multiple school psychologists in local education agencies; practicum training requirements for certification of school psychology students; school psychology practicum students and interns; student/school psychologist ratio; supervision of school psychology services; training and certification; the requirements, duties, and responsibilities of school psychology paraprofessionals; and reimbursement. (TE)

ED 330 986 CG 023 329

Supplement for School Social Work, Effective July 1, 1990.

Kansas State Board of Education, Topeka.

Pub Date—1 Jul 90

Note—8p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consultation Programs, Elementary

Secondary Education, Family School Relationship, School Counseling, School Social Workers, Social Work, State Standards

Identifiers—Kansas

This document comprises the Kansas state standards and guidelines for school social work. School social work is defined as special services which provide: (1) a liaison between home, school, and community to prevent problems in learning and promote quality education; (2) consultation to teachers or other school staff in understanding the cultural and social factors related to a child's performance in school; (3) coordination between the school and other community agencies to mobilize resources to enable the child to profit from the educational experience; and (4) assistance through group and individual counseling with the child and family to affect the child's adjustment in school. Topics discussed thereafter include: scope of services; responsibilities of the school social worker; student/social worker ratio; supervision of school social work; training and certification; social work paraprofessionals; approval of social work paraprofessionals; and reimbursement. (TE)

ED 330 987 CG 023 330

DeVinney, Sharon Merritt, Rebecca Davis

Women's Employment and Children: Researcher

Bias and Use of Theory during the Past Two

Decades.

Pub Date—Mar 91

Note—25p; Paper presented at the Annual Meeting of the Southeastern Psychological Association

(37th, New Orleans, LA, March 20-23, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, Child Welfare, Employed

Parents, Family Life, Mothers, Parent Child Relationship, Research and Development, Research Design, Research Problems, Theory

Practice Relationship, Trend Analysis, Well Being

A review of literature examining how children are affected by women's employment was conducted. The review focused on the changes during the past two decades in the general approach of the researchers, with a specific focus on researcher bias and use of theory. First, literature reviews from the past three decades were conducted. Second, the work and family and child care research areas were sampled and evaluated quantitatively on several different variables to determine, statistically, what differences have taken place across the decades. These variables included the use of explicit theory-based hypotheses, the issue of ethnic bias in research design, the use of subjects from a variety of socioeconomic status (SES) levels, and the focus on father-child interactions in the research. Results showed that researchers in these areas, overall, have

not made significant gains in addressing the issue of bias or increasing the use of theory; in fact, during the 1980s, the largest increase was in the percentage of studies where SES was not specified, and over one-half of the studies during this period did not specify ethnic group. Results did, however, show an increased focus on father-child interactions within the work and family research, although less than one-third of the studies examined father-child interactions in the 1980s. Based on these findings, recommendations are made for improving further research on the effects of parental employment on children. (TE)

ED 330 988 CG 023 331

Awender, M. A., Wearne, T. David

Occupational Choices of Elementary School Children: Traditional or Non-Traditional?

Pub Date—[Jan 90]

Note—17p; Paper presented at the Annual National Consultation on Vocational Counselling

(16th, Ottawa, Ontario, Canada, January 23-25, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Age Differences, Attitude Change, Career Choice, Elementary School

Students, Elementary Secondary Education, Foreign Countries, Nontraditional Occupations,

Occupational Aspiration, Preadolescents, Sex Differences, Sex Stereotypes, Socioeconomic

Status, Student Attitudes, Trend Analysis

Identifiers—Ontario

This study examined the occupational perspectives and preferences of 178 students (ages 9-14) from three urban schools; one in a high socioeconomic area; the second in a lower socioeconomic stratum with parents in white and blue collar jobs; and the third in a low-income industrial area where most parents lived in subsidized low-income housing and were employed in manufacturing and production occupations. Students completed questionnaires comprised of seven categories, each with five occupations which they were asked to rank order according to their "desired vocation" once they finished their education. Each grouping included occupations traditionally stereotyped as male or female. Results showed that the ratio of boys to girls in choosing traditional gender-stereotyped occupational roles was 8:1. Sex-stereotyped answers were given most often by the lowest socioeconomic group, followed by the highest socioeconomic group. The middle group demonstrated virtually no pattern of selecting traditionally male or female occupations. Marriage and family remained predominant in the minds of the girls, but 94 per cent of them indicated a desire for an outside career—yet their choice of outside careers still tended to reflect occupations traditionally considered to be female dominated. The male respondents' perceptions of their occupational roles did not reflect any drastic change from the traditional view. (TE)

ED 330 989 CG 023 332

Parker, Kandis Cooke

Attachment Disorders: A Proposed Model for the

School Setting.

Pub Date—May 91

Note—87p; M.A. paper, University of Wyoming.

Pub Type—Dissertations/Theses - Undetermined

(040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attachment Behavior, Behavior De-

velopment, Counselor Role, Elementary Education, Emotional Development, Family Structure,

Models, Parent Child Relationship, Preschool Education, School Counselors, Theories

Identifiers—Attachment Disorders

This paper explores the literature on attachment disorders in order to discover if the school setting can be an appropriate treatment option for children with mild attachment disorders, and in order to investigate how counselors can implement this treatment option. The introduction discusses the effects of recent changes in family structure on children. Chapter 2 explores the history of attachment theory, citing several studies that provided the basis for the discipline. In Chapter 3, the theoretical underpinnings of attachment theory are delineated and traced to their origins in psychoanalysis, developmental psychology, and ethology. Chapter 4 defines and illustrates the current attachment model, whose basic elements are trust of caregiving, trust of control, and trust of self. Attachment disrupters are analyzed, including prebirth and birth factors, learning disabilities, physical handicaps, parenting fac-

tors, trauma, foster care, adoption, and day care. Symptoms of attachment disorders and treatment options are also discussed. Chapter 5 proposes a model for school-based treatment of children with mild attachment disorders, and reports the results of an informal survey with Wyoming school counselors ($N=26$) that indicated a need for greater knowledge in their schools about attachment disorders. The paper concludes with recommendations for legislation, on-site child care programs, and evaluation of day-care centers by users. (TE)

CS

ED 330 990 CS 010 457

Palmer, Julia R.

How Johnny (and Mary and Juan and Maria and All Children) Can Read. An Occasional Paper.

American Reading Council, New York, N.Y.

Pub Date—91

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basal Reading, *Educational Change, *Educational Philosophy, Educational Quality, Elementary Secondary Education, Phonics, *Reading Instruction, School Effectiveness, Standardized Tests, Teaching Methods

Identifiers—Educational Issues, Effective Reading Programs

To provide all children with quality education, teachers must rethink their educational philosophies, according to the president of the American Reading Council. Traditional teaching methods, including phonics, basal readers, tracking, and standardized testing appear to be the cause of school failure. The efficacy of the current models of reform such as site-based management/site-based decision making (SBM/SDM) and school choice should also be questioned. Quality education will be achieved if schools adopt the guidelines of the National Association for the Education of Young Children (NAEYC), National Council of Teachers of English (NCTE), and the National Council of Teachers of Mathematics (NCTM) and increase parental involvement. Influential lay decision makers are the key to overcoming present obstacles to change in the educational community. (SG)

ED 330 991 CS 010 479

McKeown, Margaret G. And Others

The Relative Contribution of Prior Knowledge and Coherent Text to Comprehension.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[90]

Note—47p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Area Reading, Grade 5, Instructional Materials, Intermediate Grades, *Prior Learning, *Reading Comprehension, Reading Research, Social Studies, Textbooks, *Text Structure

Identifiers—*Text Coherence, Text Factors, Text Learning

A study provided students with relevant background knowledge and tested the effects of this knowledge on two versions of a text. The two text versions were four original segments of text from a fifth-grade social studies textbook about the period leading to the American Revolution and their revised versions from an article in "Reading Research Quarterly." The revisions, which were designed to improve text coherence, resulted in improved comprehension. Subjects, 48 fifth graders, were presented with an instructional module designed to upgrade knowledge prior to reading one of the text versions. Results indicated that students who read the revised text recalled significantly more material and answered significantly more questions correctly than students who read the original text. Further, it appeared that the effects of background knowledge and more coherent text may be additive, that is, there may be separate effects of knowledge and coherent text. The results support the importance of the teacher's role in mediating learning from social studies text. (Four tables of data and two figures are included, and 29 references are attached.) (Author/MG)

ED 330 992 CS 010 494

Diakidoy, Irene-Anna N. Anderson, Richard C.

The Role of Contextual Information in Word Meaning Acquisition during Normal Reading.

Technical Report No. 531.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 91

Contract—G0087-C1001-90

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Context Clues, Context Effect, Elementary Education, Language Acquisition, *Reading Processes, Reading Research, Reading Skills, *Semantics, Word Recognition

Identifiers—*Text Factors, *Words

A study was conducted to examine the data collected by previous researchers on the degree of helpfulness of natural contexts. In this study two schemes of context cue types were compared on the basis of their contribution to word meaning acquisition, and their relationship to other text and word properties was explored. Subjects were 352 children (third, fifth, and seventh graders) who had served as subjects in previous research. All texts were taken from grade-level books and were classified as easy or hard texts based on judgments of how familiar the topic was for each group. There were two narrative texts and two expository texts assigned to each grade level. From each text, the most difficult words were selected as target words. Each context cue category was analyzed by two judges and each target word was analyzed in two ways. Although there were no significant main effects, the results indicated that strength and explicitness of cues interacted significantly with other text and word factors. Findings imply that the relevant question might not be whether presence and strength of such cues contribute to word learning from context, but instead, what the conditions are under which a reader would be more likely to utilize any cues present to infer the meaning of an unknown word. (Four figures and 12 tables of data are included and 19 references are attached.) (MG)

ED 330 993 CS 010 500

Bligh, Tanya

The Influence of the Story Impression Method on Narrative Comprehension of Junior High School Remedial Reading Students.

Pub Date—Nov 90

Note—13p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grade 7, Grade 8, Grade 9, Junior High Schools, Junior High School Students, *Narration, Prewriting, *Reading Comprehension, Reading Research, *Reading Strategies, Reading Writing Relationship, *Remedial Reading, Schemata (Cognition)

Identifiers—*Story Impressions

A study examined whether junior high remedial reading students could be trained to use a prewriting schema development strategy called "story impressions" to develop schema and engage the reader in active reading of the text in order to improve comprehension of narrative material. Subjects were four classes of seventh, eighth, and ninth grade remedial reading students in a midwestern city. Two classes made up the control group ($n=22$) and two classes made up the experimental group ($n=20$). Subjects in the experimental classes received training in using story impression clues, wrote class predicted stories, heard the actual story, discussed it and compared their predicted story to the original story. At the end of 6 weeks, a survey about the process and the stories was administered to the experimental group. Students in the control group developed schema for the stories in teacher-led discussions based on the story titles. Results indicated that students whose schema were focused more on specific aspects of the stories and reinforced with writing did better than those whose schema development was based upon discussion of the title only. (Fifty-seven references are attached.) (SR)

ED 330 994 CS 010 502

The Construction and Use of High-Volume Cul-

tural-Literacy Reading Tools.

California State Univ., Northridge.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[90]

Note—70p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Literacy, Literature Appreciation, Program Descriptions, *Reading Material Selection, Reading Writing Relationship, Writing Skills

Identifiers—*Cultural Literacy, Reading Behavior, *Reading Lists

The national problem of literacy has both a basic skills dimension and a general knowledge dimension ("cultural literacy"). Accordingly, since previous research has demonstrated that high-volume reading produces measurable improvement in both dimensions, an "action literacy" project constructed eight reading lists (770 titles) at various levels to answer the question: What should American students read? The program then constructed personal choice tools for each list to answer the question: How can American students be encouraged to read? The program also constructed and identified practical testing resources to answer the question: How can American students demonstrate their reading achievement? The program also assembled experimental evidence and large-scale evidence to demonstrate the efficacy of high-volume personal choice reading in improving writing skills. Two appendices make up over half the document. Appendix 1 contains information on FIPSE and appendix 2 contains a report of data, including 12 figures, collected for the project. (Author/RS)

ED 330 995 CS 010 503

Fluellen, Jerry

Designing the Holographic Whole Language Program. Opinion Paper.

Pub Date—Apr 90

Note—17p.; Paper presented at the Conference on Teaching African-American Students To Write and Think (Philadelphia, PA, April 1990).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, *Cognitive Development, *Curriculum Design, Elementary Education, *High Risk Students, *Learning Theories, Middle Schools, Models, Taoism, *Whole Language Approach

Identifiers—Bohm (David), *Directed Reading Thinking Activities, Middle School Students

A paper describes how David Bohm's holographic world view can be used to design a whole language program. Characterized by interconnectedness and multidimensionality, Bohm's holographic paradigm joins Eastern and Western belief systems in an old fashion pursuit of wisdom, on the one hand, and a new fashion pursuit of solutions to nonlinear problems in chaotic systems, on the other. These two characteristics, in turn, inform the design of a whole language program that combines procedural knowledge (k-w-l, know-want-learn, learning strategy and D. N. Perkins' knowledge as design); declarative knowledge (great world literature); and cooperative learning. The program helps each non-elite middle school student to reach full height as a maker of knowledge others will want to read, hear, or see. (Author/SG)

ED 330 996 CS 010 508

Deiana, Celia Lorusso

The Effects of the Media on Parents and Teachers and Reading Aloud to Children.

Pub Date—May 91

Note—49p.; M.A. Thesis, Kean College.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Mass Media Effects, *Parent Attitudes, Periodicals, Portuguese Americans, Preschool Education, Private Schools, Questionnaires, *Reading Aloud to Others, Reading Research, Surveys, *Teacher Attitudes, Television

Identifiers—Family Literacy

A study investigated whether the much publicized campaign geared to parents and teachers about reading aloud to children has had any impact on the U.S. public. Subjects, 236 parents and 17 teachers from an urban private school with a large Portu-

guese population, filled out questionnaires. Results indicated that parents have been influenced by the media about the importance of reading aloud to their children. Television and magazine articles in particular have helped change the attitudes of a substantial number of parents participating in the research. Results also indicated that most of the teachers in the study were persuaded during college about the positive effects of reading aloud to students, and thus the media would appear not to have had any influence on the teachers. (Twenty-two references and two appendices containing the questionnaires are attached.) (Author/SR)

ED 330 997 CS 010 510

Nardella-Rodriguez, Josephine

Oral, Choral or Silent Reading and Their Effect on Reading Comprehension.

Pub Date—May 91

Note—39p.; M.A. Thesis, Kean College.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Choral Speaking, *Comparative Analysis, Grade 3, *Oral Reading, Primary Education, *Reading Comprehension, *Reading Instruction, Reading Research, *Silent Reading

Identifiers—New Jersey

A study examined whether oral, silent, or choral reading would affect reading comprehension. Subjects were 22 heterogeneously grouped third grade students. Two groups of 11 subjects were assigned to each of the following three samples during a three week period: (1) oral reading; (2) silent reading; and (3) choral reading. To analyze results, percentages were calculated and a comparison was made indicating which method of reading would enhance comprehension. Results indicated that there was no statistically significant difference among the three methods' effect on reading comprehension. (Four tables of data are included and 30 references are attached.) (Author/SR)

ED 330 998 CS 010 511

Toth, Jean Marie

Reading Achievement and Self-Concept of Above Grade Level, Developmental, and Below Grade Level Readers.

Pub Date—May 91

Note—41p.; M.A. Thesis, Kean College.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, Elementary School Students, Grade 4, High Achievement, Intermediate Grades, Low Achievement, Private Schools, *Reading Achievement, *Self Concept

Identifiers—New Jersey

A study investigated whether significant differences existed in reading achievement and self-concept among samples of above grade level readers, developmental readers, and below grade level readers. Forty children in two heterogeneously grouped fourth grade classes in a private school completed measures of reading achievement and self-concept. The three sample groups were formed on the basis of reading achievement scores. A comparison of test results showed that no significant difference existed between reading achievement and self-concept in any of the groups. (Five tables of data are included and 32 references are attached. An appendix shows the scores of the three groups of readers.) (Author/SR)

ED 330 999 CS 010 516

Parisi, Gina

The Effect of Illustrations on Second Graders' Reading Comprehension.

Pub Date—May 91

Note—37p.; M.A. Thesis, Kean College.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Elementary School Students, Grade 2, *Illustrations, Primary Education, *Reading Comprehension, Reading Materials, Reading Research, *Story Reading, Visual Learning

Identifiers—New Jersey

A study investigated whether text illustrations improve the reading comprehension of second graders. Subjects, 14 second-grade students, read five stories from a basal reader. The control group read each story with accompanying illustrations, while the experimental group was exposed to only the written version of the same stories. Questions based on the written version were administered to measure stu-

dents' comprehension. Results showed that there was no significant difference between the groups. (Three tables of data are included, and 23 references are attached.) (SR)

ED 331 000 CS 010 517

Spears, Mychelle Gumbrell, Linda B.

Prediction Training and the Comprehension and Composing Performance of Fourth-Grade Students.

Pub Date—Nov 90

Note—20p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Covariance, Grade 4, Intermediate Grades, *Prediction, Private Schools, *Reading Comprehension, *Reading Instruction, Reading Research, *Reading Strategies, Reading Writing Relationship, Teaching Methods, Urban Schools

Identifiers—Iowa Tests of Basic Skills

A study examined the effects of prediction training on the reading comprehension and written composition performance of fourth-grade students on the following reading and writing tasks: story recall, story generation, and number of relevant predictions. Subjects, 40 students attending two private urban elementary schools, were assigned to one of two treatment conditions (prediction training or re-reading) and each group participated in three training sessions. Results showed that students who received prediction training outperformed the re-read group on generating predictions about stories they were reading and in story generation. No significant differences were found between the groups with respect to free and cued recall performance following story reading. (One table of data is included and 25 references are attached.) (SR)

ED 331 001 CS 010 518

Mielnichuk, June

Teaching Thinking: Enhancing Learning. A Resource Book for Schools ECS to Grade 12.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

Report No.—ISBN-1-55006-227-1

Pub Date—90

Note—128p.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Role, *Class Activities, *Classroom Environment, Elementary Secondary Education, Evaluation Criteria, Foreign Countries, Instructional Materials, Learning Strategies, Resource Materials, Student Role, Teacher Role, *Teaching Methods, *Thinking Skills

Identifiers—Alberta

This resource book is intended to help teachers and schools enhance their teaching of thinking, and to make their teaching of thinking skills more deliberate, explicit, and an integral part of the school curricula. It challenges all educators to reflect on their involvement in teaching for thinking, teaching of thinking, and teaching about thinking. Chapter 1 offers a rationale for teaching thinking skills and defines the skillful thinker. Chapter 2 outlines roles of teachers, administrators, and students in developing a climate where thinking skill development can flourish. Chapter 3 suggests how an effective approach to teaching thinking can be implemented in a school community. Specific student activities are the major emphasis of chapter 4. Chapter 5 offers suggestions for evaluating thinking. An afterword, glossary of terms, 50 references, and extensive appendices (including classroom and teacher planning materials) conclude the resource guide. (SR)

ED 331 002 CS 010 519

Antonelli, Judith

Decoding Abilities of Elementary Students Receiving Rule-Based Instruction and Whole Language Instruction.

Pub Date—May 91

Note—30p.; M.A. Thesis, Kean College.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Decoding (Reading), Elementary Education, *Phonics, *Reading Instruction, Reading Research, Reading Skills, Whole Language Approach

Identifiers—California Achievement Tests, New Jersey, Sucher Allred Reading Placement Inventory

A study investigated the decoding automaticity of elementary students when receiving rule-based instruction (as a process of applying syllable and structural analysis rules and limited phonics), and when receiving holistic instruction in a whole language program (exercises in listening, reading and writing, integrated with classroom instruction when possible). Twenty children in grades one, two, four, and five were selected on the basis of their stanine reading scores on the California Achievement Test and from results indicating average intelligence on the Test of Cognitive Skills. The Sucher Allred Informal Reading Inventory was administered and a comparison of the automaticity of decoding of the two samples was conducted. Results indicated no significant differences, though the mean scores of the experimental group receiving the rule-based instruction were higher than the mean scores of the control group. (Two tables of data are included and 14 references are attached. Appendices contain a chart of logic for decoding using structural analysis and a summary of test results.) (Author/SR)

ED 331 003 CS 010 520

Ayers, Sam

Reading Aloud to Children: What Children Have To Say.

Pub Date—91

Note—11p.

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childhood Attitudes, Childrens Literature, Elementary Education, Oral Reading, Parent Participation, *Reading Aloud to Others, *Reading Attitudes, *Reading Interests, *Reading Materials, Reading Material Selection, Reading Research, Story Reading

A study was conducted to survey the attitudes of elementary students toward read-aloud experiences. Subjects were 575 children in grades one through six. The results of first grade students were omitted due to inconsistencies in their responses. The remaining grade level distribution consisted of 137 second graders, 121 third graders, 145 fourth graders, 119 fifth graders, and 53 sixth graders. Results indicated positive responses when children were asked if they liked to be read to and if they were read to at home. When asked about frequency of the read-aloud experiences, less than half of the primary children reported being read to at least once a week and the frequency decreased among the intermediate children, especially boys. Both primary and intermediate children reported reading to other children. When asked what they like to know about a book before it is read to them they responded with the highest percentages for the author's name and the title. Eighty percent of the primary students and 87% of the intermediate students like to talk about a book after it is read. When asked what kind of books students enjoyed, primary students gave the greatest responses for rhymes/jokes/riddles, picture books, and fiction/fantasy; intermediate students responded with the highest percentages for fiction/fantasy and rhymes/jokes/riddles. Students indicated the following as materials they enjoy reading at home: magazines, encyclopedias, books, comics, and newspapers. Students indicated a wide variety of responses when asked what they thought was the best thing about having someone read to you. (MG)

ED 331 004 CS 010 521

Shapiro, Yvette T.

Early Intervention For At-Risk Beginning Readers: A Longitudinal Investigation of Reading Comprehension and Linguistic Processes.

Pub Date—Nov 90

Note—9p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Early Intervention, *High Risk Students, *Language Acquisition, Metalinguistics, Primary Education, *Reading Comprehension, Reading Difficulties, Reading Instruction, Reading Research

Identifiers—Stanford Achievement Tests

A longitudinal study investigated the effects of an early intervention program with students who were

identified as being at risk for developing reading disabilities. Intervention effects on reading comprehension and the developing relationship between reading comprehension and the linguistic processes of students were studied. The intervention program was implemented at the beginning of formal reading instruction and used individual clinical instruction with at-risk students. A total of 37 private school students were divided into 3 cognitive abilities groups and evaluated over a 3-year period using the reading comprehension and study skills sections of the "Stanford Achievement Tests" administered annually. Results showed no significant differences in the reading comprehension scores for at-risk and non at-risk students. However, the at-risk group showed significantly lower scores on the study skills section by the end of grade three. These results indicated that early reading intervention for at-risk students promoted compensation and helped develop processes for adequate reading comprehension. The at-risk students demonstrated weaker linguistic abilities than their non at-risk peers. (Two tables of data are included.) (MG)

ED 331 005 CS 010 522

Davis, Susan J.
Three Reading Groups: An American Educational Tradition. Literacy Research Report No. 8. Northern Illinois Univ., DeKalb. Curriculum and Instruction Reading Clinic.

Pub Date—Aug 91

Note—22p.

Available from—Northern Illinois University, The Reading Clinic, 119 Graham, DeKalb, IL 60115 (\$3.50, postage included).

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, Classroom Environment, Educational History, Educational Trends, Elementary Education, *Grouping (Instructional Purposes), *Reading Instruction, Student Needs

Identifiers—Educational Issues

Dividing elementary classrooms into three reading groups has become a U.S. educational tradition. Reading groups seem to have been an experiment in meeting the needs of students of different abilities, but the original caveats about flexible groups seem to have been forgotten. With the popularization of leveled basal readers, where changing groups means skipping or repeating a book, static reading groups have become the norm. Most children are placed in these groups during their primary years, usually in the first few weeks of first grade. Regardless of individual differences in growth, these students often remain in the same group for their elementary years. Educators need to think about ways to reverse the negative trends caused by ability grouping. For those educators who prefer to hold to the tradition of grouping yet want to make some positive changes, the following suggestions should be considered: (1) develop multiple criteria placement procedures; (2) reassess group placement throughout the year; (3) allow group changes during the year; (4) try to help poor readers move to at-level groups; (5) increase the amount of materials poor readers read; (6) reassess student placement at the end of each school year; and (7) change perceptions about the numbers of students in each group. (Eighty-two references and a literacy research and reports order form are attached.) (RS)

ED 331 006 CS 010 523

Sasaki, Yoshinori And Others
Effects of Cultural Familiarity on Reading Comprehension.

Pub Date—Apr 91

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Background, Cultural Context, Cultural Influences, Higher Education, *Reading Comprehension, Reading Research, *Schemata (Cognition)

Identifiers—Cultural Content, *Story Setting

A study investigated the effect of cultural background on reading comprehension, specifically examining content knowledge (schemata) and overall familiarity with the setting. It tested the hypothesis that when a setting is familiar to readers, the text will be most readable, and will yield the shortest time to read, the best comprehension, and the great-

est identification with the text. Subjects were two groups of full-time students enrolled in a large Midwestern university: a native English-speaking group (18 students), and a native Japanese group (18 students). Subjects read texts from the two cultures and from a third, presumably neutral, culture. Each of the texts was systematically modified to create three versions, one for each of the three cultural settings. Results indicated that cultural setting affected the American students to a much greater degree than it did the Japanese students. Japanese students were less affected by shifts in either the cultural basis of the narratives they read or the surface clues as to cultural setting. The neutral setting with phonologically simple names clearly affected comprehension. Overall, results of the analyses support, with minor modification, the primacy of cultural effects on comprehension. The minor modification seems to be that when students spend considerable time in another culture, they seem to develop greater flexibility in adapting to cultural variation. (Four tables of data are included. Samples of texts used, text transformations, and excerpts from the reading materials are attached.) (MG)

ED 331 007 CS 010 525

Stahl, Steven A. And Others
Learning Meaning Vocabulary through Listening: A Sixth-Grade Replication.

Pub Date—28 Nov 90

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Grade 6, Intermediate Grades, *Listening Skills, *Reading Aloud to Others, Reading Difficulties, Reading Research, Urban Schools, *Vocabulary Development

A study examined the effects of less able readers' learning vocabulary from listening. Subjects, 43 sixth-grade students in two classes in an urban public school, were read one of two selections from seventh-grade literature anthologies. Two days later, the subjects completed orally or in writing a multiple-choice vocabulary test containing words from both selections. Results indicated that: (1) children can learn a significant amount of word meanings from exposure to an oral presentation; and (2) even those children who begin with the lowest vocabulary achievement can learn as many word meanings from listening, if not more, than those who have higher initial vocabulary knowledge. (Two tables and one figure of data are included; 25 references are attached.) (RS)

ED 331 008 CS 010 526

Garcia, Eugene E.
An Analysis of Literacy Enhancement for Middle School Hispanic Students through Curriculum Integration.

Pub Date—Nov 90

Note—25p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, *Curriculum Development, Curriculum Research, Grade 7, *Hispanic Americans, *Instructional Effectiveness, *Integrated Curriculum, Junior High Schools, *Language Arts, Middle Schools, Minority Group Children, *Student Centered Curriculum

Identifiers—*Content Area Teaching, Middle School Students, Pajaro Valley Unified School District CA, University of California Santa Cruz

A study examined the effectiveness of a collaborative research and development project designed to enhance the academic competence of typically underserved minority students through instructional strategies which emphasize cooperative learning, maximize heterogeneous skill groupings, and focus on higher order thinking and communication skills. Subjects, 54 students from the primarily Hispanic Pajaro Middle School (California), participated in a year-long interdisciplinary, collaborative curriculum (developed by eight teachers and the University of California, Santa Cruz faculty) designed to maximize academic learning by integrating instruction in reading, writing, social science, and mathematics. Forty-eight students in the regular middle school program served as a control group. English speaking and bilingual students took the California Test of

Basic Skills (CTBS) and the Language Assessment Scales Reading/Writing (LAS). Bilingual students were administered the Spanish Assessment of Basic Education (SABE). Results indicated that scores on the CTBS, LAS, and SABE were significantly higher for the project subjects than for non-project comparison group subjects on measures of reading comprehension, vocabulary, and writing. (Four tables and three figures of data are included; 20 references are attached.) (RS)

ED 331 009 CS 010 527

Guthrie, John T. And Others
Minority Reading Achievement: Motivational, Instructional, and Familial Variables for Black and White Males and Females.

Pub Date—Apr 91

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Students, Elementary Secondary Education, *Family Environment, Minority Group Children, *Racial Differences, *Reading Achievement, Reading Research, *Sex Differences, Statistical Studies, White Students

Identifiers—National Assessment of Educational Progress

A study examined the relationships of reading achievement and constructs about student literacy activities for four ethnic-gender groups. A secondary analysis of nearly 3,000 9-, 13-, and 17-year-olds' reading achievement and student questionnaire data from the 1986 National Assessment of Educational Progress was undertaken. The constructs varied slightly by age and included: home literacy, social interactions, teacher-directed instruction, student-centered instruction, study strategies, library use, nonfiction reading, fiction reading, and news reading. For black males, white males, black females, and white females linear and nonlinear models of the associations of reading achievement and these constructs were tested. Results indicated: (1) that the ethnic gender subgroups generally had parallel functions at age nine; (2) black males diverged from other groups in non-parallel functions at age 13; and (3) generally the groups showed parallel and linear and nonlinear functions at age 17. Findings take into account empirical literature, socialization theories, and personal identity theories regarding the achievements and roles of blacks, and particularly black males, in the United States. (Twenty-five tables and 34 figures of data are included; 23 references are attached.) (Author/RS)

ED 331 010 CS 010 528

Dantonio, Marylou
How Can We Create Thinkers? Questioning Strategies that Work for Teachers.

Pub Date—90

Note—120p.

Available from—National Educational Service, 1821 West Third St., P.O. Box 8, Bloomington, IN 47402 (\$22.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Inservice Teacher Education, Instructional Improvement, Models, Professional Development, *Questioning Techniques, *Staff Development, Talent Development, *Teacher Improvement, Teaching Methods, *Thinking Skills

Identifiers—Questions, Question Types

Intended for staff development leaders and teacher study groups, this manual is designed for ongoing, interactive inservice. The talent development model explained in the manual encourages the use of a training cycle and the involvement of peer observers and coaches to assure classroom transfer of the questioning processes. Each of the manual's three sections contains information regarding the content, process, and background information needed by individuals desiring to refine their abilities to use questioning processes to focus, guide, and facilitate learner thinking. Section 1, The Talent Development Model, provides guidelines and information regarding the process needed to be used in understanding and acquiring skill in the questioning processes identified in the manual. It introduces a four-phase model that includes the critical attributes for each phase of the talent development model and the key issues that must be addressed in each phase

of the cycle. Section 2, Readings on Talent Development in Questioning, contains the background readings necessary to understand the literature on teachers' questioning behaviors and the critical features of the questioning process identified. Section 3, Questioning Processes: Development Materials, includes the study materials needed by teachers in order to learn how to plan, conduct, and critique the questioning processes. The materials can also be used by the staff development leaders in the creation of instructional materials. (MG)

ED 331 011 CS 010 529

Proese, Victor

Encoding & Decoding Effects in ESL and L1 Students.

Pub Date—Nov 90

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decoding (Reading), Educational Research, Elementary Education, *Encoding (Psychology), English (Second Language), Foreign Countries, Language Acquisition, Language Patterns, Language Processing, Reading Diagnosis, *Reading Difficulties, *Reading Writing Relationship, Story Telling, *Writing Difficulties

Identifiers—British Columbia (Vancouver), English Speaking, Reading Speaking Relationship

A study investigated the encoding and decoding effects in English as a Second Language (ESL) and native English speaking (L1) students in Vancouver, British Columbia (Canada), by isolating the difficulties due to encoding and decoding in these students. The study examined specifically whether there are significant decoding effects based on comparisons between unaided recalls in reading and retelling, and whether there are significant encoding effects based on comparisons between compositions produced through independent writing and oral composing (i.e. dictation). The four "mode" tasks (reading, retelling, writing and oral composing) were administered to 30 each Cantonese, Vietnamese, Punjabi (L2) and native English speakers (L1) ages 9-13. Language competency rather than age was the critical attribute used in selecting the L2 students, who were chosen from ESL classrooms. While results indicated that reading was more difficult than retelling, and independent writing was more difficult than oral composing, only the decoding effects were found to be statistically significant when considering the dependent language variables of WORDS, T-UNITS, and CLAUSES. In addition, no significant differences among the language groups were found. The findings have a potential diagnostic application in first and second-language instruction. (One table of data and one figure are included; 13 references are attached.) (PRA)

ED 331 012 CS 010 530

Wolter, Sharon Kaiser

The Reading-Writing Relationship: The Effect of Reading Dialogue Journals on Seventh and Eighth Graders' Reading Comprehension.

Pub Date—86

Note—77p.; M.S. Thesis, Iowa State University. Presented at the Annual Meeting of the Midwestern Association for the Education of Young Children (Des Moines, IA, April 17-20, 1991). Best copy available.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Dialog Journals, Grade 7, Grade 8, Junior High Schools, Middle Schools, *Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Research, *Reading Writing Relationship, *Student Journals

Identifiers—*Expressive Writing, Fort Dodge Community School District IA

A study investigated whether students instructed in the use of dialogue journals in reading classes would show a significant increase in reading comprehension as compared to students who did not use dialogue journals in reading class. Subjects, 77 seventh- and eighth-graders in an Iowa School, were assigned to either experimental or control groups. Students in the experimental groups wrote in their dialogue journals instead of doing workbook pages or worksheets. Groups met with their reading teachers 42 minutes per day for five months. Results showed highly significant differences between the means of the scores from the two groups, indicating

that reading methodology which incorporates expressive writing results in significant improvement in students' reading comprehension. (Five tables of data are included and 62 references are attached. Appendixes include letters to students and parents.) (SR)

ED 331 013 CS 010 531

Slaska, Mary L.

Increasing Reading Comprehension and Vocabulary Retention Skills by Using the Whole-Language Approach.

Pub Date—Feb 91

Note—69p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Dropout Prevention, Dropout Programs, Grade 5, Intermediate Grades, Intervention, Reading Comprehension, *Reading Instruction, Reading Skills, *Vocabulary Development, Vocabulary Skills, *Whole Language Approach

A practicum addressed the high percentage of students who were experiencing difficulty with reading comprehension and vocabulary retention in a fifth-grade Drop Out Prevention class by implementing a supplemental whole-language program. Subjects were 19 fifth-grade students. An informal reading inventory, an attitude survey, and academic grades were used as pretest measurements. The students were instructed in reading through the use of a 13-week whole language program. In addition to any supplemental reading done by the students, each week the students were required to read five short stories or one book. The weekly whole-language activities were centered around the reading done by students. Students worked on whole-language activities for at least one hour per day. Results indicated that there was an increase in reading comprehension, vocabulary retention and attitudes towards reading and academic grades. It was concluded that the use of whole-language instruction was effective in increasing reading comprehension and vocabulary retention skills. (Twenty references are attached. Appendixes include pretest, posttests, student data and an implementation timeline.) (Author/MG)

ED 331 014 CS 010 532

Walker, Barbara J.

Diagnostic Teaching of Reading: Techniques for Instruction and Assessment.

Report No.—ISBN-0-675-20615-4

Pub Date—88

Note—289p.

Available from—Macmillan Publishing Company, 100 Front St., Riverside, NJ 08075 (\$32.00 plus sales tax for state of residence).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Diagnostic Teaching, Elementary Secondary Education, Higher Education, *Reading Diagnosis, Reading Difficulties, *Reading Instruction, Reading Strategies, Teacher Education, Teacher Effectiveness

Identifiers—Reading Management

Intended for teachers, this book provides a tool for teachers to understand the various instructional framework underlying diagnostic teaching techniques. It promotes the idea that teachers can make sophisticated diagnostic judgments and identify appropriate instructional techniques. The book can be used in a reading practicum and in reading clinic experiences. It can also supplement coursework in diagnosis and remediation of reading difficulties. It can be a useful reference for school psychologists, learning specialists, and remedial reading teachers. Chapter 1, What is Diagnostic Teaching?, presents the decision-making process of diagnostic teaching and presents some common initial diagnostic decisions. Chapter 2, The Reading Event, describes the influences on diagnostic decision. Chapter 3, Roles of Diagnostic Teaching, presents strategies for effective diagnostic teaching and chapter 4, The Diagnostic Teaching Session: An Overview, develops a framework for a diagnostic teaching session. Chapter 5, Selecting Techniques, classifies the diagnostic teaching techniques using several methods. Chapter 6, The Instructional Techniques, presents a simple description and procedures for 50 techniques and an explanation of when that approach is most effective in teaching reading. Chapter 7, Gathering Diagnostic Data, explains how to gather diagnostic data,

while chapter 8, Formulating Diagnostic Hypotheses, shows how to formulate hypotheses using the collected data. Chapter 9, Assessment Using Diagnostic Lessons, provides the procedures for using teaching as a method of reading evaluation. (MG)

ED 331 015 CS 010 533

Dimino, Joseph Kolar, Christine

Using Frames To Improve At-Risk Students' Comprehension in the Content Areas.

Pub Date—Nov 90

Note—9p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Cooperative Learning, High Risk Students, *Instructional Effectiveness, Intermediate Grades, Learning Disabilities, Prior Learning, *Reading Comprehension, *Reading Difficulties, Reading Research, Reading Strategies, Social Studies, Student Centered Curriculum, Teaching Methods

Identifiers—Education Consolidation Improvement Act Chapter 1

A 9-day study based on the framing strategy investigated the effects of using frames on low-performing students' (learning disabled or Chapter 1) comprehension of social studies text. Subjects were 14 fifth-graders from a large urban school district who were reading at least one year below grade level. All lessons were designed to involve students actively. After the teacher defined the purpose of the lesson, she reviewed prior learning by asking questions and making statements that led to a discussion of the previous day's material. When students worked in cooperative groups, the teacher provided instructional support and encouragement needed to determine missing key words and to decide the placement of the information strips on the frame. Daily observations, student feedback and scores on criterion tests indicated that the superior performance of the framing students (compared to the control group) was not due to the frames alone but to the entire instructional process. The frames combined with discussion, eliciting prior knowledge and predictions, discussions, realia, cooperative learning groups, and teacher encouragement, provided the structure that the at-risk students needed to successfully comprehend content area instruction. (MG)

ED 331 016 CS 010 534

Katz, Kim Katz, Claudia

Reading Strategies for the Primary Grades. Teaching Resources in the ERIC Database (TRIED) Series.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-927156-21-7

Pub Date—91

Contract—R188062001

Note—115p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (\$12.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Beginning Reading, *Class Activities, *Elementary School Curriculum, Lesson Plans, Literature Appreciation, Primary Education, Reading Comprehension, *Reading Instruction, *Reading Strategies, Reading Writing Relationship, Text Structure, Vocabulary Development

Identifiers—ERIC, Reading Motivation

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on reading strategies for the primary grades. The 40 lesson plans in this book offer practical suggestions for the teacher on how to: (1) get started with beginning reading; (2) facilitate comprehension through vocabulary development; (3) read different kinds of text; (4) enhance reading by writing and writing by reading; and (5) promote reading by promoting the use of books. The book includes an activities chart which indicates the focus and types of activities (such as collaborative learning, use of literature, playing games, etc.) found in the various lessons. A 37-item annotated bibliography contains references to additional lessons and to other resources for teaching language-learning strategies.

egies in the ERIC database. (RS)

ED 331 017 CS 010 535

Lambert, Judy C. And Others

A College Remedial Reading Program and the Effects on Retention and Achievement.

Pub Date—91

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Programs, Higher Education, High Risk Students, *Reading Ability, *Reading Programs, Reading Research, Remedial Programs, *Remedial Reading, *School Holding Power, *Student Characteristics

Identifiers—Remedial Intervention, University of Arkansas Monticello

A study examined the first year of implementation of a college reading program developed at the University of Arkansas at Monticello. The study consisted of two separate analyses. In analysis 1, the characteristics of students who were required to enroll in the remedial reading program were studied to determine trends and develop profiles for the students who successfully exited the reading program in one semester, those who persisted for two semesters, and those who dropped out of school their first semester. Analysis 2 was designed to examine achievement outcomes and persistence effects. Results indicated that the major differences between the three groups of students who were required to take reading were in initial test scores, racial makeup, and age. The group of one semester completers had the highest test scores and was predominantly white, whereas the two semester persisters and reading dropouts were predominantly black. The dropouts were disproportionately older than the other two groups. Although most remedial students had not yet experienced the usual first year college courses, their persistence in college was encouraging. Reading test results indicated that the one semester completers had an overall initial and final pattern of reading achievement which was higher than either the two semester persisters or reading dropouts. (Eighteen references are attached.) (MG)

ED 331 018 CS 010 536

Lambert, Judy C. And Others

Characteristics of Freshmen in a College Remedial Reading Program.

Pub Date—91

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, *College Programs, Educational Research, Higher Education, High Risk Students, *Reading Programs, Reading Research, *Remedial Reading, *Student Characteristics

Identifiers—University of Arkansas Monticello

A study looked at the students enrolled in the college remedial reading program at the University of Arkansas at Monticello. Subjects were 171 students who were placed in the program. The study examined the characteristics of students who exited the reading program in one semester, those who persisted for two semesters to complete the requirement, and those who dropped out of school during the first semester. The major differences between the three groups of students who were required to take reading were in test scores, racial make-up, sex, and age. The group of one-semester completers had the highest test scores and were predominantly white, whereas the two semester persisters and reading dropouts were predominantly black. The dropouts were disproportionately older than the other two groups. This information allows the administration and staff to adapt the reading program to better accomplish its goals. (Three tables of data are included.) (MG)

ED 331 019 CS 010 537

Smagorinsky, Peter

A Research-Based, Fun and Engaging Program for Vocabulary Development.

Pub Date—16 Mar 91

Note—41p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Educational Games, Elementary Secondary Education, *Learning Activities, Metacognition, Reading Ability, Reading

Instruction, Reading Processes, *Reading Skills, Reading Strategies, Vocabulary, *Vocabulary Development, *Word Recognition, *Word Study Skills

Identifiers—Word Formation, *Word Games, Word Structure

Educators are now stressing that teaching students to be independent learners who learn to plan, structure and regulate their own learning activities, should be central to instruction. Studying word parts and origins has the potential for metacognitive instruction. Learning about the importance of context clues is also potentially metacognitive, in that it will teach students how to narrow down the meanings of unfamiliar words they come across in speech or print. A program, including six different games, was designed to devise formats through which students can learn strategies for expanding their vocabularies in a fun way. Each game employs one or both of the following strategies: learning word elements or origins, or learning about context clues. Students compete in teams so that their efforts are collaborative. They must discuss problems and employ strategies in small groups, leading to high levels of interaction and engagement independent of teacher influence. If played regularly, the games allow students to borrow strategies and knowledge from other games to help solve the problems in the new games, so that they may make discoveries appropriate to their level of development over the course of the year. (Four figures are included and 40 references are attached. Appendixes include a description of two vocabulary activities.) (MG)

ED 331 020 CS 010 538

Uhry, Joanna K. Shepherd, Margaret Jo

The Effect of Segmentation/Spelling Training on the Acquisition of Beginning Reading Strategies.

Pub Date—Apr 90

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Primary Education, Reading Research, *Reading Strategies, *Spelling Instruction, Whole Language Approach Identifiers—Segmentation (Verbal), *Segmentation Skills

A study investigated whether instruction in spelling would affect acquisition of the alphabetic strategy by beginning readers. Subjects, 28 beginning first- and second-graders of average or above-average intellectual ability in whole language classrooms, participated in small group training for two 20 minute periods a week for 6.5 months. Experimental subjects were given segmentation/spelling tasks, while controls were trained to read letters, words, and text. Both groups used computers. Results indicated that trained subjects made significant early gains in using alphabetic strategy and were significantly better than controls by the end of the study at reading regular and irregular nonsense and real words, and at oral passages, but not at silent comprehension. Findings suggest that spelling may affect reading through the mapping of sounds onto letters. (Two tables of data are included; 40 references are attached.) (Author/RS)

ED 331 021 CS 010 539

Robinson, Susan Smith

Reading Achievement: Contributions of Invented Spelling and Alphabetic Knowledge.

Spont Agency—Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

Pub Date—Apr 91

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Grade 2, *Invented Spelling, *Letters (Alphabet), Longitudinal Studies, *Predictive Measurement, Predictor Variables, Primary Education, *Reading Achievement, Reading Research

Identifiers—Iowa Tests of Basic Skills

A study investigated whether predictions of reading achievement could be improved by studying the relative contributions of alphabetic knowledge and invented spelling over time. Subjects, 38 upper middle-class children enrolled at an elementary school in the Midwest, were administered an alphabetic

knowledge task (measuring letter names and letter sounds) and a measure of spelling ability twice during the kindergarten year. Two years later, grade equivalent scores from the reading comprehension subtest of the Iowa Test of Basic Skills were acquired. Results indicated that: (1) knowledge of the names and sounds of letters continued to be a good indicator of later reading success throughout kindergarten; (2) the combined variable of alphabetic knowledge yielded a more powerful midyear prediction of reading performance than either of the individual variables alone; and (3) by the end of kindergarten, children's invented spelling was found to provide the best prediction of subsequent reading success. (Two tables of data are included; 22 references are attached.) (RS)

ED 331 022 CS 010 540

Santa, Carol Minnick, Ed. Alvermann, Donna E., Ed.

Science Learning: Processes and Applications. International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-366-1

Pub Date—91

Note—172p.

Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139 Newark, DE 19714-8139 (\$12.00 members, \$18.00 non-members).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Class Activities, *Content Area Reading, Content Area Writing, Elementary School Science, Elementary Secondary Education, *Reading Strategies, *Science Education, *Science Instruction, Scientific Literacy, Secondary School Science, Teaching Methods, *Textbook Evaluation, Vocabulary Development, Vocabulary Skills

Identifiers—Text Factors

Reflecting a collaboration in terms of content areas, levels, and audience, this volume represents the efforts of science teachers and reading teachers to understand and help one another fine tune their craft. Chapters in the volume include: (1) "Metacognition, Reading and Science Education" (Linda Baker); (2) "Science and Reading: Many Process Skills in Common?" (Michael J. Padilla and others); (3) "Why Students Have Trouble Learning from Science Texts" (Fred N. Finley); (4) "Are Science Textbooks Considerate?" (Linda A. Meyer); (5) "Helping Students Learn Effectively from Science Texts" (William G. Holliday); (6) "Reading Science Texts for Conceptual Change" (Kathleen J. Roth); (7) "Understanding Science Text and the Physical World" (Audrey B. Champagne and Leopold E. Klopfer); (8) "Instructional Activities for Comprehending Science Texts" (Nancy D. Padak and Jane L. Davidson); (9) "Science Teachers' Use of Texts: Three Case Studies" (Donna E. Alvermann and Kathleen A. Hinchman); (10) "Main Ideas: Key to Learning Science" (Mark W. Aull); (11) "Framing: A Technique for Improving Learning from Science Texts" (Bonnie B. Armbruster); (12) "Tools for Learning Science" (Shirley Harrison); (13) "Learning through Writing" (Carol Minnick Santa and Lynn T. Havens); (14) "Teaching Vocabulary to Improve Science Learning" (Bonnie C. Konopack); (15) "Using Guided Imagery to Teach Science Concepts" (Barbara J. Walker and Paul T. Wilson); and (16) "An Evolution of Learning" (John T. Guthrie). (RS)

ED 331 023 CS 010 541

Beins, Barney

Using Headlines To Illustrate the Role of Context in Language Processing.

Pub Date—Aug 90

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ambiguity, Class Activities, *Context Effect, Educational Research, Higher Education, *Language Processing, Language Role Identifiers—*Newspaper Headlines

The role of context in language is so obvious that, paradoxically, it often goes unnoticed by students who are studying it. Newspaper headlines (real and contrived) can be used to demonstrate to students the context dependency of language. The simplest version of such a demonstration takes 5 minutes; the

longest version takes about 20 minutes. Students in two classes were presented with a demonstration. Fifty students in the first class read the headlines to judge their reality; 48 students in the second class assessed whether the headlines were real and were asked to generate interpretations of others. Results indicated that when students were told only to read the headlines, they tended to identify the obvious meanings of the headlines, even when the intended meaning was not the obvious one. The different forms of the demonstration are useful in different ways, depending on how much time is spent on the topic of ambiguity. The short version is suitable for a quick demonstration of some fairly general points; the longer versions generate results that lead to deeper discussion of the role of context in comprehension. (One table of data is included; the short and long versions of the demonstration are attached.) (RS)

ED 331 024 CS 010 542
Langrehr, John. *Pressisen, Barbara, Ed.*
Sharing Thinking Strategies. Teacher's Manual.

Pub Date—90
Note—121p.
Available from—National Educational Service,
1610 W. 3rd St., P.O. Box 8, Bloomington, IN
47402 (\$22.95).

Pub Type—Books (010) — Guides - Classroom -
Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Classroom Techniques, Elementary Secondary Education, Instructional Materials, *Learning Processes, *Learning Strategies, Questioning Techniques, *Thinking Methods, *Thinking Skills
Identifiers—Bloom's Taxonomy

Intended for practitioners, this book identifies some important strategies for processing information in different ways. The book is organized around the framework of Bloom's Taxonomy: remembering information, understanding information, applying information, analyzing information, synthesizing/creating information, and evaluating/criticizing information. It provides teachers with some examples of thought-provoking questions that can assess and develop the understanding, analysis, creation, and evaluation of information. This book can be used as an ideas book for staff development sessions and for those teachers who wish to design better questions. It can also be used with students of middle school age and beyond in a regular thinking skills class. The book is intended to serve as a start in exposing some students and teachers to the terminology and ideas of thinking strategies for processing information. (MG)

ED 331 025 CS 010 543
Langrehr, John
Teaching Students to Think. Teacher's Manual

Pub Date—88
Note—110p.
Available from—National Educational Service,
1610 W. 3rd St., P.O. Box 8, Bloomington, IN
47402 (\$21.95).

Pub Type—Books (010) — Guides - Classroom -
Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, *Classroom Techniques, Elementary Education, Instructional Materials, *Learning Processes, *Learning Strategies, Teaching Methods, *Thinking Skills
Intended for practitioners, this book provides a valuable resource by offering teachers a volume of practical exercises for introducing and reinforcing a variety of fundamental thinking skills. Each exercise allows teachers and students in grades six through nine to focus on a selected thinking skill while serving as a stimulant for thoughtful discussion, a springboard to metacognition, and a base from which to "bridge" thinking into various curriculum areas. The exercises aim to provide examples for most of the 20 core thinking skills identified by the American Association for Supervision and Curriculum Development. No special teacher training or workshops are needed to use these exercises. The main requirement is a non-threatening, cooperative classroom atmosphere in which everyone is prepared to learn new ways of thinking about curriculum content. Thirty-four chapters are divided among the following five major sections: Information Gathering and Organizing Skills, Analyzing Skills, Generating Skills, Evaluating Skills, and Integrating Skills. (MG)

ED 331 026 CS 010 544

Lundberg, Ingvar

A Decade of Reading Research in Sweden. Svenska unescoradets skriftserie. Nr. 1/1991.

Ministry of Education and Cultural Affairs, Stockholm (Sweden).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date—91

Note—31p.; An earlier version of this paper was presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).

Available from—Swedish National Commission for UNESCO, Ministry of Education and Cultural Affairs, S-103 33 Stockholm, Sweden (no charge).

Pub Type—Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Beginning Reading, Elementary Secondary Education, Foreign Countries, Literature Reviews, *Reading Comprehension, *Reading Difficulties, *Reading Research

Identifiers—*Emergent Literacy, *Sweden

Covering studies from psychology, education, linguistics, and literature, this review of reading research in Sweden published in the 1980s includes sections on early reading development or emergent literacy, reading disabilities, and reading comprehension. Material in the review was selected using the following criteria: (1) only research published in English, French, or German was included; (2) the research was published in refereed journals or as monographs or book chapters reviewed by experts; (3) the research was published after 1980; and (4) only original research was included, and empirical studies were given high priority. Sixty-two references are attached. (RS)

ED 331 027 CS 010 545
Reading Rainbow Study. Final Report.

NFO Research, Inc.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Aug 90
Note—37p.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Television, *Parent Attitudes, Parent Participation, Primary Education, Public Television, *Reading Attitudes, *Reading Habits, Reading Programs, Reading Research, Story Reading, *Young Children

Identifiers—Emergent Literacy, Family Literacy, Reading Rainbow

A study was conducted to determine the reading habits and attitudes of parents and their children and to determine parents' familiarity with Reading Rainbow (a television program intended to stimulate young children's interest in reading for pleasure) and their attitudes toward the program. A total of 707 questionnaires were completed by parents of children ages five through eight. Results indicated that most parents read daily, but they read newspapers and/or magazines more frequently than books. Half said that their children initiated reading by themselves on a daily basis. Children who read regularly were likely to live in families that read books frequently and were encouraged to read by their parents daily. The large majority of parents said that their children loved to read for pleasure but many of them also believe that their children find other activities more interesting than reading. Boys were said to read less frequently than girls. Almost all parents believed that their children's interest in reading would be directly correlated to their future success as adults. Almost all parents encouraged their children to read for pleasure by reading themselves and by reading to/with the children. Among those familiar with the Reading Rainbow program, over two-thirds encouraged their children to watch the show and over half reported that their children asked for books from the program. Parents who are daily readers of books were more likely to encourage their children to watch the program than those who read newspapers and magazines. Boys and girls were reported to respond similarly to Reading Rainbow in terms of asking for books from the show. (Twenty-four tables of data are included. Appendixes include the demographic profile of respondents and the questionnaire.) (MG)

ED 331 028 CS 010 546
Pay, Kelly J.

A Traditional Text-Based Spelling Program vs. A Non-Traditional Word Study Spelling Program.

Pub Date—[90]

Note—61p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, Educational Research, Elementary School Students, Primary Education, *Self Esteem, Spelling, *Spelling Instruction, Student Attitudes, *Word Study Skills, Writing Research

Identifiers—Spelling Growth, Virginia

A study compared a traditional text-oriented spelling program to a non-traditional word study spelling program on the basis of four characteristics: students' academic success, students' self-esteem, interest in spelling, and time spent on- and off-task. The sample group consisted of two third grade classes, and both spelling programs had been implemented since the beginning of the year. Eighteen students were in the traditional group, and 20 students were in the non-traditional group. An analysis of students' grades showed that below-level readers in the traditional group were much less successful than their below-level peers in the non-traditional class. The non-traditional students viewed themselves as better spellers and as more successful in spelling. Students in both groups were about equally likely to choose spelling as one of their two favorite subjects. Finally, students in both groups spent almost equal amounts of time on-task. (Seven graphs and seven tables of data are included. Appendixes include samples of teaching materials from both programs.) (Author/SR)

ED 331 029 CS 010 547

Ryan, Katherine E. And Others
An Evaluation Framework for Family Literacy Programs.

Pub Date—Apr 91

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) —
Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Family Programs, Intergenerational Programs, *Literacy, Models, *Program Evaluation

Identifiers—*Family Literacy, Illinois

Because family literacy programs are new, the definition of such programs and program models are still evolving. Broadly speaking, two criteria differentiate family literacy programs from other literacy programs: (1) the program is conceptualized around the concerns of the family as a unit; and (2) there is, at minimum, an implied educational component for the child which directly or indirectly impact the child's literacy and at least one activity of the adult component focuses on adult and child interactions. The components of a conceptual structure for family literacy programs are: focus on child only; focus on adult only; focus on both adult and child; focus on family's utilization of community resources and social network; and focus on family economic self-sufficiency. Such a framework can provide direction for program development and evaluation while capturing the dynamic nature of the process. A critical element in program development is program evaluation. A five-tiered approach to family literacy program evaluation includes: (1) pre-implementation, more commonly known as needs assessment; (2) accountability, or program utilization; (3) program clarification, or formative or process evaluation; (4) progress towards objective; and (5) program impact. To demonstrate how this approach can be used by program providers, one program is examined within the evaluation framework. In response to an increasing emphasis in education on performance-based assessment, a portfolio of assessment can be put together instead of simply providing a summary of standardized test results. (RS)

ED 331 030 CS 010 548

Fisher, Bobbi
Reading and Writing in a Kindergarten Classroom.

ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-91-06

Pub Date—Jun 91

Contract—R188062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University,
2805 E. 10th St., Suite 150, Bloomington, IN

47408-2698.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Classroom Environment, *Kindergarten, Primary Education, Reading Instruction, Reading Writing Relationship, *Teacher Behavior, *Whole Language Approach, Writing Instruction

Identifiers—*Beginning Writing, *Emergent Literacy, ERIC Digests

Emergent and beginning readers demonstrate many predictable behaviors in the kindergarten classroom, yet every child is making sense out of print in his or her own way. The job of the kindergarten teacher is to help each child to continue developing as a reader and writer. Reading and writing materials are accessible and usable throughout a print-rich classroom environment. Children's growth and development in reading and writing can be supported by using a natural learning classroom model (consisting of Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children. The goal for kindergarten teachers in such classrooms is for their students to become independent readers and writers for a variety of purposes. Such teachers want their children to become self-motivated, self-directed, self-regulated learners within a community of learners. (RS)

ED 331 031 CS 010 549

Barber, Helen M., Comp.

How To Do Library Research in Children's Literature.

New Mexico State Univ., Las Cruces. Univ. Libraries.

Pub Date—91

Note—21p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children's Literature, Elementary Secondary Education, Higher Education, Information Retrieval, Library Catalogs, *Library Materials, *Library Services, Library Skills, Literature Reviews, *Reference Materials

Identifiers—New Mexico State University

Conducting research in the field of children's literature requires the use of many different materials in the library. This guide provides an annotated bibliography of useful tools as well as a basic strategy to follow when researching a topic. The guide discusses: eight dictionaries, information involving the use of New Mexico State University's online catalog for books and journals, 11 resources of indexes and abstracts, information on various CD-ROM Databases, 10 bibliographies, six biographies, six bibliographies, 11 resources on book lists and book talks, four resources of book reviews, three chronologies, three reference works on dissertations and Masters theses, four resources on literacy criticism, seven genre indexes, two library use guides, one style manual, and two additional source books. (MG)

ED 331 032 CS 010 550

Margolis, Howard Pica, Louis, Jr.

The Effects of Audiotaped Progressive Muscle Relaxation Training on the Reading Performance of Emotionally Disturbed Adolescents.

Pub Date—90

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Audiotape Recordings, *Emotional Disturbances, Oral Reading, *Reading Achievement, Reading Research, *Relaxation Training, Secondary Education, Silent Reading

Identifiers—Progressive Muscle Relaxation Training, Relaxation

A study examined the degree to which audiotaped progressive muscle relaxation training influenced the oral and silent reading performance of eight adolescents who were legally classified as emotionally disturbed. A single-case ABAB withdrawal design was used to examine the effects of relaxation training on oral reading. In addition, a quasi-experimental between-subjects pretest-posttest design was used to contrast the effects of relaxation training and group counseling on the Total Reading Score of the Metropolitan Achievement Test (MAT). Withdrawal design findings indicated that relaxation training positively influenced oral reading performance.

Between-subjects comparisons showed that the relaxation group did significantly better on the MAT posttest than the counseling group. (One table of data and two figures are included and 27 references are attached.) (Author/MG)

ED 331 033 CS 010 552

Zamparelli, Debra

Creating the Habit of Recreational Reading in Third Grade Students through the Development of a Literate Environment, Parent Involvement, and Attitude Adjustment.

Pub Date—90

Note—67p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Children's Literature, Classroom Environment, Grade 3, *Parent Participation, Primary Education, Reading Aloud to Others, *Reading Attitudes, *Reading Habits, *Reading Instruction, *Recreational Reading, Student Motivation

Identifiers—Literacy Events

A practicum was developed to increase the frequency of recreational reading and improve students' attitudes towards reading. Subjects were 22 third grade students. Literacy activities incorporated included: daily recreational reading periods either with a buddy or alone, reading to children daily, incorporating children's books into content area lessons, a gossip time to discuss books read, and replacement of regular reading instruction with the use of trade books one day per week. A seminar for parents was held to share the importance of recreational reading, the parents' role in the development of this habit in children, and strategies to encourage reading. A reading incentive program involving both parents and children was established. Data concerning the children's recreational reading habits was collected regularly throughout the program. Observations of children's use of free time were made and a survey of children's reading attitudes was conducted at the end of the implementation period. Results indicated that all objectives were reached successfully and surpassed in some areas. Children demonstrated a high frequency of recreational reading, significantly more positive attitudes toward reading, and increased selection of reading as a free-time activity in the classroom. (Eleven tables of data are included and 30 references are attached. Appendixes include questions asked orally of students, Reading Challenge Parent Flyer, Reading Challenge Record Card, books available for literature time and buddy reading, and books used in Social Studies and Science units.) (Author/MG)

ED 331 034 CS 010 553

VanLue, Elaine

Improving Emergent Literacy and Teacher Instruction Using an Interactive Kindergarten Classroom.

Pub Date—91

Note—151p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Beginning Reading, Classroom Environment, Classroom Techniques, *Instructional Effectiveness, *Instructional Improvement, Instructional Innovation, Kindergarten, Kindergarten Children, *Language Acquisition, Primary Education, Process Education, *Reading Instruction, Reading Readiness, Reading Writing Relationship, Teacher Improvement, Teaching Methods

Identifiers—*Emergent Literacy, Literacy Events

A 12-week study concentrated on the improvement and development of literacy skills in the young child, aiming to encourage emergent reading ability, written language development, and oral expression. A process-centered classroom program was designed for 25 kindergarten students to become competent users of language. Students were exposed to a wide variety of reading materials with opportunities to compose various types of written communications. The activities used were sensitive to individual needs in language acquisition. Strategies used were shared reading, large and small group re-reading, dramatization, letter identification, class- and individually-created books, use of environmental print, individual journal writing, writing cooperatively or by dictation, sustained silent reading, and peer tutoring. Outcomes of the study were measured by comparison of language skills observed and recorded on a checklist, anecdotal notes, informal

inventories, and individual conferences and teacher evaluation. Results indicated that students improved in literacy skills, were enthusiastic, self-confident, and eager to read books or any printed materials available. (Two tables of data and 2 figures are included and 117 references are attached. Appendixes include: interview questions, informal inventory bar graphs, tables showing frequency distributions and scores, language skills observation checklist, informal evaluation summary sheet, parent letter, sample weekly lesson plan, student dictated writing samples, model for teaching kindergarten language, hierarchy of teacher strategies, and student writing samples.) (Author/MG)

ED 331 035 CS 010 554

Gaffuri, Ann

Expanding Third Graders' Vocabulary Using a Data Base, Individual Thesauri and Brainstorming Strategies.

Pub Date—91

Note—60p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Computer Uses in Education, Databases, Grade 3, *Instructional Effectiveness, Instructional Improvement, *Language Acquisition, Primary Education, Process Education, Reading Writing Relationship, Teaching Methods, Thesauri, Vocabulary, *Vocabulary Development, *Vocabulary Skills, Writing Instruction, Writing Skills

Identifiers—*Process Approach (Writing)

A practicum was developed to expand written vocabulary for third graders through training in using a data base and brainstorming strategies. Individual thesauri were written and published to demonstrate the results of collecting vocabulary and applying it to specific topics. Daily process writing became an integral part of the curriculum. Class time became an on-going procedure consisting of reading, writing, editing, author's chair, and rewriting. Brainstorming and computer word bank collecting were developed and linked to all aspects of written expression. Mini lessons in publishing and the use of a thesaurus were demonstrated and published versions of individual thesauri were written and illustrated by all 27 members of the class. Results indicated that all five objectives were reached successfully with results surpassing predictions in some areas. Many unexpected gains with potential long term effects were noted and data from anecdotal journals indicated possibilities for school/district attention. Collected data indicated the following: (1) brainstorming techniques help children organize for writing and are easily taught; (2) children can use a data base for orderly collection of vocabulary; (3) children can write and publish their growing vocabulary studies in an interesting manner; (4) using process writing with the three previously mentioned techniques encouraged all students to expand confidence in their ability to write; and (5) writing became fun when it was supported in an orderly manner where children succeeded. (Five tables of data are included and 52 references are attached. Appendixes include a "bubble web for brainstorming" and a diagram of the thesaurus format.) (Author/MG)

ED 331 036 CS 010 556

A Reading Guidebook for Parents. Together We Can Make a Difference.

Hillsborough County Public Schools, Tampa, FL. Pub Date—[90]

Note—60p.; Best copy available.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Beginning Reading, Elementary Education, Learning Activities, Parent Materials, Parent Participation, Parents as Teachers, *Parent Student Relationship, Preschool Education, *Reading Instruction

Identifiers—Family Literacy

This handbook offers guidance and support for parents in their efforts to foster the growth and development of reading skills in their children. Each section of the handbook deals with a separate educational level (early childhood, primary grades, and intermediate grades), and includes an introduction, a skills development section, an activities section, and lists of recommended books and periodicals for children at each educational level. (RS)

ED 331 037 CS 010 557

Strickland, Kathleen M.

Changes in Perspectives: Student Teachers' Development of a Reading Instruction Philosophy.

Pub Date—Feb 90

Note—21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.Descriptors—*Educational Philosophy, Educational Research, Elementary Education, Higher Education, *Reading Instruction, Reading Teachers, *Student Teacher Attitudes, *Student Teachers, *Teaching Methods, Undergraduate Students, Whole Language Approach
Identifiers—*Theoretical Orientation

A study compared the philosophies developed in undergraduate methods courses with philosophies influenced by example under a cooperating teacher in an elementary school classroom. Subjects for the first part of the study were 14 undergraduate students enrolled in a methods course. The subjects for the second part of the study were 12 students who had recently completed the same methods course and were participating in their field experience at a suburban public school three days a week for five weeks. Data were collected through administration of the Theoretical Orientation to Reading Profile (TORP) at the beginning and end of the semester, several reaction papers written by students, and observations and conversations with the cooperating teachers. Results indicated that students were influenced by the philosophies of their university professors, and many were open to new ideas and philosophies. As indicated in the second half of the study, however, many students left methods courses with no orientation or philosophy. The amount of influence cooperating teachers had on students varied. Although the influence on behaviors or methods of classroom management was evident during observation, very few students were influenced philosophically by what they saw happening in the classroom. Students with a whole language philosophy used terms such as "believe" and "know" when discussing what they were doing in the classroom, indicating that they had an understanding of the reasons behind the way they were approaching literacy. (Three tables of data are included.) (MG)

ED 331 038

CS 010 558

Beverstock, Caroline, Ed. Newman, Anabel P., Ed. *Adult Literacies: Intersections with Elementary and Secondary Education. Hot Topics Series.*

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—R188062001

Note—302p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, Bloomington, IN 47408-2698 (\$20.00); Phi Delta Kappa, Box 789, Bloomington, IN 47402 (\$20.00).

Pub Type—Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Elementary Secondary Education, Futures (of Society), *High Risk Students, Instructional Effectiveness, Intergenerational Programs, *Reading Research

Identifiers—Educational Issues, *Family Literacy, *Workplace Literacy

Reflecting a holistic approach by introducing many sides of an issue, this anthology of 16 journal articles and conference papers dating from 1985 to 1990 represents a selection of the best research and practice concerning the intersections of adult literacies with elementary and secondary education. The papers and articles are divided among four sections: (1) "Getting Up to Speed in Adult Literacy"; (2) "Review of the Research in Adult Literacy"; (3) "Intergenerational and Family Literacy"; and (4) "Workplace Literacy." A brief final discussion is entitled "Questions Remaining: Directions for Future Inquiry." An annotated list of 15 references for further reading is attached. (RS)

ED 331 039

CS 010 559

Coy-Shaffer, Joye Pettit. Shirley
*Independent Reading in the Sixth Grade: Free***Choice and Access to Material.**

Pub Date—Aug 89

Note—21p.; Paper presented at the Orange County, Florida, Middle and High School Educators' Conference (Orlando, FL, August 13-14, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Grade 6, *Independent Reading, Intermediate Grades, Middle Schools, Public Schools, *Reading Interests, Reading Research, School Surveys, *Supplementary Reading Materials, *Sustained Silent Reading

Identifiers—*Middle School Students, *Orange County Public Schools FL

A study conducted in the Orange County Public Schools in central Florida investigated the reading interests of sixth-grade students. The study also gathered information from teachers regarding the nature and source of reading materials used for independent reading in their classrooms and on the implementation of sustained silent reading practices. Thirty-seven reading teachers completed a two-page survey, and 279 students completed a one-page survey. Results showed that students were most interested in mysteries, adventure, and "scary" stories. Favorite authors were Judy Blume, Beverly Cleary, and Stephen King. Teachers reported that independent reading is a significant part of the sixth-grade reading program. The study revealed, however, that approximately 48% of the teachers provided half or more of the materials used during independent reading periods from personal funds. Recommendations include several suggestions for strengthening an independent reading program. (Copies of the student survey and the teacher survey are attached.) (SR)

ED 331 040

CS 010 560

Lesene, Teri S.

Electric Reading: Powerful Books for Young Adults.

Pub Date—91

Note—8p.; Paper presented at the Annual Southwest Regional Conference of the International Reading Association (19th, Dallas, TX, February 27-March 1, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Intermediate Grades, Junior High Schools, Middle Schools, *Reading Attitudes, Reading Instruction, *Reading Interests, *Reading Materials, Reading Material Selection, *Recreational Reading

Identifiers—Middle School Students, Reading Lists, *Reading Motivation

Research shows that middle school students overwhelmingly cite three characteristics that they like in books they read: (1) humor; (2) mystery and suspense; and (3) reality (true stories about real people). Matching students with appropriate books helps turn students "on" to reading, and it is this "electric" reading that encourages lifetime readers. Educators, therefore, need to identify books whose features provide powerful reading for young adults. "Aliens for Breakfast" (1989) by J. Etra and S. Spinner, and "Maniac Magee" (1990) by Jerry Spinelli are just two examples of humorous books written for these students. Stories by Avi, such as "The True Confessions of Charlotte Doyle" (1990) and "The Man Who Was Poe" (1989) are well known to middle school students who love mystery and suspense. And students who like to read about "real" people in "real" situations will surely enjoy Susan Beth Pfeffer's "The Year without Michael" or Caroline Cooney's "The Face on the Milk Carton." Such books truly provide the electricity to prompt students into becoming lifetime readers. It is time for teachers to use the switch provided by research to turn students on to reading. (Eighteen references are included.) (PRA)

ED 331 041

CS 010 561

Andrews, Sharon Vincz. Turner, Carol

Sowing the Seeds of Democracy in a First Grade Classroom.

Pub Date—14 Mar 91

Note—10p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Decision Making, *Grade 1, Lesson Plans, Primary Education,

***Skill Development, Teaching Methods**

Identifiers—Semantic Webbing

This paper presents an outline of a five-day program designed to introduce first-grade children to decision-making processes. Included in the paper are: (1) lists of assumptions, goals, and strategies; (2) a day-by-day outline of activities; and (3) a reader's theater script based on "The Legend of the Bluebonnet" for use by the students. A 12-item selected reading list is attached. (RS)

ED 331 042

CS 010 563

Shanahan, Timothy, Ed.

Reading and Writing Together: New Perspectives for the Classroom.

Report No.—ISBN-0-926842-04-8

Pub Date—90

Note—277p.; Foreword by P. David Pearson.

Available from—Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062 (\$32.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Environment, *Classroom Techniques, Elementary Education, Language Acquisition, Reader Text Relationship, *Reading Instruction, Reading Processes, *Reading Writing Relationship, Teaching Methods, Writing (Composition), *Writing Instruction, Writing Processes

Intended for elementary teachers, reading specialists, curriculum directors, and teacher trainers, this book provides readers with conceptual and theoretical insights and compelling accounts of classroom practice. The book argues that teaching and learning work best when they occur within a community of learners. The book provides interpretations of the latest theory, empirical research findings, and provocative educational practices. Chapter titles and authors include: (1) Reading and Writing Together: What Does It Really Mean? (Timothy Shanahan); (2) How Literary Theory Expands Our Expectations for Children's Reading and Writing (Charles Temple); (3) Structure and Perspective in Reading and Writing (April D. Nauman); (4) Reading and Writing as "Mind Meeting" (Jill Fitzgerald); (5) Young Writers and Readers Reach Out: Developing a Sense of Audience (Harvey A. Daniels); (6) Learning to Connect Reading and Writing: Critical Thinking through Transactions with One's Own Subjectivity (Robert J. Tierney); (7) Learning from Text Using Reading and Writing (Lea M. McGee and Donald J. Richgels); (8) Classroom Environments for Reading and Writing Together (Ruth Nathan and Charles Temple); (9) The Literature Connection: How One Teacher Puts Reading and Writing Together (Gail E. Tompkins); (10) A Classroom Story: Texts and Contexts for Literacy Connections (Betty Shockley and JoBeth Allen); and (11) Evaluating the Teaching and Learning of Literacy (Francine Z. Stayer and Peter Johnston). (MG)

ED 331 043

CS 010 564

Harp, Bill, Ed.

Assessment and Evaluation in Whole Language Programs.

Report No.—ISBN-0-926842-06-4

Pub Date—91

Note—251p.

Available from—Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062 (\$31.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Classroom Techniques, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Evaluation Problems, *Holistic Evaluation, Student Centered Curriculum, *Student Evaluation, Theory Practice Relationship, *Whole Language Approach

Identifiers—Alternative Assessment, Student Centered Assessment

Intended for practitioners, this book discusses many of the critical questions being asked about the role of whole language in schools. The book not only examines the growing research base that supports whole language, but also offers practical and realistic suggestions for tackling the many thorny issues involved in the assessment and evaluation of students. Chapter titles and authors include: (1) The Whole Language Movement (Bill Harp); (2) Assessment and Evaluation (John Bertrand); (3) Principles of Assessment and Evaluation in Whole Language Classrooms (Bill Harp); (4) Reading Evaluation—

Miscue Analysis (Dorothy Watson and Janice Henson); (5) Whole Language Assessment and Evaluation Strategies (Ward Cokrum and Maggie Castillo); (6) A Collage of Assessment and Evaluation in Primary Grade Classrooms (S. Jeanne Reardon); (7) Holistic Assessment in Intermediate Classrooms: Techniques for Informing Our Teaching (Yvonne Siu-Runyan); (8) Whole Language Assessment and Evaluation in Special Education Classrooms (Hilary Sumner); (9) Assessment and Evaluation in Bilingual, Multicultural Classrooms (Dorothy King); (10) Record Keeping in Whole Language Classrooms (Jean Church); (11) Reporting Progress to Students, Parents, and Administrators (Ron Hutchison); and (12) Whole Language Assessment and Evaluation: The Future (Jerome Harste and William Bintz). (MG)

ED 331 044 CS 212 740
Yau, Maria

Potential and Actual Effects of Word Processing on Students' Creative Writing Process. No. 198, Toronto Board of Education (Ontario). Research Dept.
Report No.—ISBN-0-88881-213-2; ISSN-0316-8786

Pub Date—Mar 91
Note—43p.
Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Research, Computers, *Creative Writing, Elementary Education, Elementary School Students, Foreign Countries, Literature Reviews, Naturalistic Observation, *Teacher Role, *Word Processing, *Writing Processes, Writing Research

A study examined the subtle impact of word processing (used alone) on the way students approach their writing tasks. Nine elementary school teachers were trained in techniques of naturalistic observation and received a kit containing important guidelines for their observational task, daily log sheets, and journal forms. The teachers then observed their students' spontaneous word processing behavior over a six-month period. The three conventional writing stages (planning, composing, and editing and revising) were used as the framework for analysis. Results indicated that to tap the full potential of word processing technology to enhance students' writing skills, several conditions must be met: (1) a teacher must be actively involved in the process both as instructor and facilitator; (2) the word processor should be employed in conjunction with, rather than in place of, other writing tools; (3) teachers and students should have enough access to computers and printers to ensure that the word processor can be fully integrated into writing classes; and (4) teachers need to be supported and facilitated. (Forty-nine references are attached.) (RS)

ED 331 045 CS 212 743
Rhodes, Barbara K. Ives, Nancy

Computers and Revisions—Wishful Thinking or Reality?
Note—14p.

Pub Date—91
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computers, Higher Education, *Revision (Written Composition), Typewriting, *Word Processing, *Writing (Composition), *Writing Instruction, Writing Research, Writing Skills

A study was conducted to determine whether composition students revise more and write better essays on a word processor than they do with pen, ink, and typewriter. Students wrote four out-of-class papers, with two classes using computers and two using pen, paper, and typewriter. Students had to produce at least two drafts of each paper. Sixty papers, from 30 students, were scored on a modified Diederich Analytic Scale. The researchers (composition class teachers) read each paper, comparing each and tallying whether each change was global, sentence, or surface level. Results indicated that the pen and typewriter group made more changes from the first to the last draft. The breakdown of changes showed that students made more sentence and surface level changes than global ones. The gain scores of the computer and pen and typewriter groups showed no significant difference as determined by a t-test. (Three tables of data are included.) (MG)

ED 331 046 CS 212 744
RIE SEF 1991

Taylor, Nancy

The Travel Journal: An Assessment Tool for Overseas Study. Occasional Papers on International Educational Exchange 27.

Council on International Educational Exchange, New York, N.Y.

Report No.—ISBN-1-882036-07-7

Pub Date—Jan 91

Note—43p.; Forum Series.

Available from—Publications Dept., Council on International Educational Exchange, 205 East 42nd St., New York, NY 10017.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Journal Writing, *Student Evaluation, *Student Journals, *Study Abroad, *Travel

Identifiers—Overseas Activities
Arguing that journal writing is a particularly appropriate evaluation mode for travel experiences because it is a learning activity that encourages reflective observation, this booklet includes an instructor's guide for the student travel journal and a student's guide to writing a travel journal. The instructor's guide section discusses objective versus subjective journals, basic principles in setting up travel journals, and includes a journal evaluation form. The student's guide section deals with keeping a successful travel journal, thinking of writing as a three-step process, and some final questions and comments. Six notes are included; an appendix lists the editorial board of the International Educational Exchange, guidelines for submission of papers, and previous titles in the occasional paper series. (RS)

ED 331 047 CS 212 751
Ediger, Marlow

Teaching College English.

Pub Date—[91]

Note—10p.; Best available copy.

Pub Type—Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Behaviorism, *College English, *Educational Psychology, English Instruction, Higher Education, Humanistic Education, Student Attitudes, *Teaching Methods, Undergraduate Students

College instructors of English need to use selected strands from the educational psychology arena in teaching so that students may achieve more optimally. Each student needs to experience a quality English curriculum. A quality English class emphasizes instructional procedures which are conducive to achieving, growing, and learning on the part of students. Students need to perceive purpose in learning, so that they will accept reasons for attaining curricular objectives. Students need to be interested in acquiring vital English content. The instructor should guide each student to attach meaning to facts, concepts, and generalizations in ongoing lessons and units, through clear explanations, use of examples, responsiveness to student questions, quality order of ideas, and so on. Students must be encouraged to develop quality attitudes toward the English curriculum. The psychological approaches of behaviorism (with its precise, measurably stated objectives) and humanism (with heavy emphasis placed upon student decision-making and choices) can promote instructional goals. Higher levels of cognition, such as critical and creative thinking, as well as problem solving need adequate emphasis in ongoing lessons and courses. (SG)

ED 331 048 CS 212 752
Bishop, Wendy

Reliable and Valid Stories?—Turning Ethnographic Data into Narratives.

Pub Date—Mar 91

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ethnography, Higher Education, Narration, *Research Methodology, Research Problems, *Research Reports, *Writing (Composition), Writing for Publication, *Writing Research

Ethnographic research projects have surged in recent years and are well represented in Research in the Teaching of English (RTE) bibliographies. However, methods texts were written for social scientists and anthropologists, not for writing researchers.

Methods texts and rhetoric programs' general grounding in positivistic research imply that collected data is representative, reliable, and whole. It is hard to see that "writing it down" is interpretive; that all research relies on tropes, researcher personas, and persuasions; and that all research methods and research reports are rhetorical. Moving from the hard data of interview transcripts to the "warm" shaped descriptions, it is impossible not to see the subjective nature of the enterprise. "Writing it up" proves to be more problematic than "writing it down," since "writing up" an ethnographic narrative includes creating a believable and interesting authorial identity. To become a convincing "I" is a primary task of all writing research ethnographers, yet the "I" of the dissertation is rarely convincing. Writing researchers, then, have yet to write the necessary research meta-narratives—the discussions of how ethnographic research actually gets completed and accepted. These would help guide the new graduate program ethnographer. Tales about tales already abound in anthropological ethnography and need to be encouraged in writing research. Reliable and valid stories are possible and needed, as well as stories of writing it down, writing it up, telling where authors went and what was thought about all along the way. (Seventeen references are attached.) (TD)

ED 331 049 CS 212 753
Davis, Kevin

The Phenomenology of Research: The Construction of Meaning in Data Analysis.

Pub Date—Mar 91

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Analysis, Data Interpretation, *Experimenter Characteristics, Higher Education, *Participant Characteristics, *Phenomenology, *Research Reports, *Research Methodology, *Research Reports, Writing Research

Identifiers—*Researcher Role, Writing Contexts
Much composition research, even qualitative research, posits a world "out there" waiting to be understood and seeks causes of phenomena without considering the subjective states of researchers or study participants. Because of this, many researchers consider social phenomena as "things" which coerce human behavior. But even considering this view, the uncovered reality is still an intentional reality because objects acquire structure and meaning through the involved, intentional conduct of researchers. By asking how the observer contributed to the creation of this meaning, it is possible to begin to understand the process by which actors establish meaning. Phenomenological philosophy has great implications for the ways research reports are read. If the world is created through human intentionality, both the writing and the reading of research reports add other layers of intentionality. Researchers need to recognize the fine line between objectively and subjectively studying phenomena, between describing reality and creating it, between recording data and telling stories. Researchers need to realize that their own subjectivity affects the design and analysis of even the most positivist research techniques. (Thirteen references are attached.) (SG)

ED 331 050 CS 212 754
Hutton, Frankie

Free Women and the Antebellum Black Press: Gender Oppression Reconsidered.

Pub Date—Aug 90

Note—36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Minneapolis, MN, August 1-4, 1990).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Achievement, *Black History, Black Institutions, Blacks, *Black Stereotypes, Civil Rights, Civil War (United States), *Females, *Journalism History, Mass Media Role, Racial Bias, Racial Relations, Sex Discrimination, Social History

Identifiers—*Black Newspapers

Black newspapers and journals published between 1827 and 1860, such as "Freedom's Journal," "The Weekly Advocate," and the "Mirror of Liberty," worked to dispel negative images and to set the

record straight about women of color, in contrast to the unfounded hyperboles against these women which had been pervasive during the pre-Civil War years. The messages common to the black press and women were concerned primarily with the vindication and uplift of people of color. The relationship between the black press and black women was not oppressive but symbiotic, as the black press brought benefits to black women, and the women, in turn, brought financial and editorial support to the black press. Led by such men as Samuel Cornish, John Brown Russwurm, Frederick Douglass, David Ruggles, and Thomas Hamilton, the antebellum press was a forum for the social thought of women of color, daring to publish a variety of their literary, sociopolitical, moral and controversial commentary. Furthermore, the content of black newspapers and magazines depicted black women individually and collectively as concerned, expansive, socially aware and responsible, bearing witness to the fact that no other group of antebellum women worked with such spirit and persistence, in the face of so much despair and racism, to overcome so much—including unsavory images, oppression, slavery, and exploitation. This broader and more positive view of the black press regarding women should be taught in journalism history classes. (Forty-two footnotes are included.) (PRA)

ED 331 051

CS 212 755

Grunst, Robert C.

Situating "Egocentric Language" in the Teaching Of Composition: Piaget, Britton, and Merleau-Ponty.

Pub Date—Mar 91

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Psychology, *Developmental Stages, *Egocentrism, Higher Education, *Intellectual Development, Language Acquisition, Logical Thinking, *Piagetian Theory, Social Development, *Writing Processes. Identifiers—*Expressive Writing, *Writing Development.

By assigning negative value to egocentric language, Jean Piaget equates depersonalized thought and logic with maturity, and gives disproportionate favor to socialized language. By focusing on the deterministic ends to be gained through the acquisition of socialized language, Piaget misses the value of egocentric language. Maurice Merleau-Ponty, James Britton and others argue not only that egocentric language can exist legitimately in the adult and have value for knowledge, but also that highly effective writing is produced when a writer can freely range across the full spectrum of mental activity—from the source of egocentric language, to Piaget's depersonalized thought. So if traces of egocentric language can be found in a student's writing, this should be viewed as a way to build knowledge rather than an indication of immaturity. After all, the mature writer knows the doubt and confusion of one "I" saying to the other, "maybe you have it wrong." It is the uncertainty of egocentric language which insures that thinkers will always have important work to do when speaking and writing. (PRA)

ED 331 052

CS 212 757

Fitzgerald, Jill Stamm, Carol

Variation in Writing Conference Influence on Revision: Two Cases.

Spons Agency—Durham County Schools, N.C.; North Carolina Univ., Chapel Hill. Research Council.

Pub Date—Nov 90

Note—50p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990). Tables contain small print which may affect legibility.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Elementary School Students, Grade 1, *Instructional Effectiveness, Primary Education, *Revision (Written Composition), Whole Language Approach, *Writing Instruction, Writing Research. Identifiers—*Children's Writing, *Writing Conferences.

A study described the influence of writing confer-

ences on revision knowledge and revision activity for an initially knowledgeable first-grade reviser and a relatively naive one. Subjects, two first-grade students in a whole language classroom, were chosen from the 16 students in the class for close study. Data analysis consisted of reading all of the writing and transcripts of interviews and conferences; determining the quality of first and last draft of each composition; coding conference talk; tracing comments between conferences, interviews, and revisions carried out; calculating counts of revisions the children talked about in interviews and revisions they carried out; and reviewing the teacher's observations about the two children's behavior in the classroom. Results indicated: (1) that conference influence was variable, both within and across children; and (2) dramatic differences were noted between the two children in conference influence, with only the initially naive writer profiting significantly from conferences and evidencing clear developmental progress in revision. (Four tables of data are included; 38 references are attached.) (RS)

ED 331 053

CS 212 758

Compre, Joseph J.

Writing across the Disciplines: Where Do We Go from Here?

Pub Date—Mar 91

Note—27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Literacy, *Rhetoric, *Theories, *Theory Practice Relationship, *Writing Across the Curriculum, Writing Teachers.

Identifiers—Educational Issues, *Writing Contexts

The answers to five questions concerning writing across the disciplines can help to define useful connections between literacy theory and writing across the curriculum classroom practice. First, the experiences of a director of writing programs at the University of Louisville who also taught English at the National University of Singapore, as well as an informal survey of courses in the United States, indicate that educators are not asking themselves the right questions as writing is moved across the disciplines. Second, a clearer and more complex understanding of literacy can help educators ask more useful questions. Third, recent theory provides strategies for combining monologic and dialogic perspectives on literacy. The concepts of heteroglossia and cognitive stereotyping describe language's potential to bring together in the act of expression multiple social and individual perspectives. Fourth, questions phrased as binary opposition must be transformed into "both-and" rather than "either-or" questions. Fifth, writers become "rhetorically consciousness" when they are able to enter a writing context and define the relationships among the various structures within it. An example from technical writing (in which rhetoric and document design are put together) shows that sometimes the most complex theories of literacy are most clearly represented in functional rather than literacy texts, and it is within those functional contexts that the need for sound rhetorical analysis of context becomes most apparent. (Forty references are attached.) (RS)

ED 331 054

CS 212 759

Bapt, Don

The Lesbian and Gay Student.

Pub Date—Mar 91

Note—6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Controversial Issues (Course Content), Higher Education, *Homosexuality, *Reading Material Selection, Social Bias, Student Needs, Teaching Methods, Writing Instruction. Identifiers—Homophobia, Homosexual Literature.

Homophobia is accepted and encouraged by society, particularly in the sterile world of academia which allows, promotes, and creates homophobia by not providing lesbian/gay specific texts, examples, assignments, and role models. Composition teachers can make the classroom a safer place for lesbian/gay students, teachers, texts, and issues by: (1)

including explicitly lesbian/gay literature by lesbian/gay writers in assigned course work; (2) rejecting texts and eliminating assignments/examples which exclude lesbians and gays; (3) using oral examples of lesbian/gay issues, role models, and individuals in the same breath as examples of heterosexual issues, role models, and individuals; (4) creating specific lesbian/gay elective classes; and (5) coming out to students as lesbians, gay men, and supporters of lesbian and gay equality. (A list of suggested readings for instructors and texts for classroom use is attached.) (RS)

ED 331 055

CS 212 760

Tierney, Robert J. And Others

Portfolio Assessment in the Reading-Writing Classroom.

Report No.—ISBN-0-926842-08-0

Pub Date—91

Note—200p.

Available from—Christopher-Gordon Publishers, Inc., 480 Washington St., Norwood, MA 02062 (\$16.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Elementary Secondary Education, Evaluation Methods, *Portfolios (Background Materials), *Reading Achievement, Reading Writing Relationship, Self Evaluation (Individuals), *Student Evaluation, Teacher Role, Teacher Student Relationship, *Writing Evaluation.

Intended to give teachers some ideas about how they can implement portfolios in their classrooms, this book contains reproductions of actual materials used by teachers in classrooms as well as examples of students' portfolios across subjects and grades. It also provides research-based information to help teachers explain portfolio concepts to parents, the community, administrators, and other interested parties. The book emphasizes that there is no right way to implement portfolios, that each classroom will reflect a unique approach to authentic assessment, and that each child's collection of documents will differ. The book is divided into three parts. Part 1, *Assessment in the Classroom*, contains the following chapters: (1) Questions and Answers about Portfolios and (2) Toward a Theory of Assessment. Part 2, *Using Portfolios*, contains the following chapters: (3) An Introduction to Portfolios, (4) Features of Reading and Writing Classrooms, (5) Getting Started with Portfolios, (6) Sustaining Portfolios, (7) Portfolios and Self-Assessment by Students, and (8) Portfolio Analysis and Record Keeping. Part 3, *Portfolios in Context*, contains the ninth and last chapter. A Survey of Portfolio Proposals: Accountability, Grades and Report Cards. An 82-item annotated bibliography is attached. (MG)

ED 331 056

CS 212 761

Stamborsky, Phillip

Teaching Metaphor: Theory and Pragmatics.

Pub Date—Mar 91

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Discourse Analysis, Higher Education, Instructional Innovation, Language Usage, Linguistic Theory, *Metaphors, *Pragmatics, *Rhetorical Theory, Semantics, Symbols (Literary), Teaching Methods, Writing Assignments. Identifiers—Rhetorical Devices.

A class "on" metaphor can be usefully distinguished from a class "in" metaphor. A class on metaphor concentrates on metaphor theory and function. To teach in metaphor would be to coach students in pragmatics, to guide them in the study of how key metaphors are used and help to structure discrete universes of discourse. For purposes of instruction, it is helpful to take theory and pragmatics as contrastive conceptual frames for orchestrating classes on the "what" and the "how" of metaphor. (Included are five outlines for objectives in classes on metaphor and in metaphor, a bibliography, four sample assignments, and a syllabus.) (TD)

ED 331 057

CS 212 762

Slotsky, Sandra

Does a Literary Canon Exist in Our Secondary

Schools? Or How Many Students Need To Read the Same Body of Works before It Can Be Called a Literary Canon?

Pub Date—Apr 91

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Education, *English Curriculum, English Instruction, Literature Appreciation, Reading Material Selection, Reading Research, Secondary Education, *Secondary School Curriculum

Identifiers—Cultural Literacy, *Literary Canon, Reading Lists

For a number of years, charges have flown back and forth about the presence or absence of a literary canon in the secondary schools. A review of surveys, done over the past century, of the literary works teachers say they have assigned their students, shows that only four authors from the 1907 list are present on the 1990 list. There does not seem to be any strong evidence for the existence of a canon in high school literature programs over the past century if what is meant by a canon is a group of literary works remaining essentially unchanged from decade to decade. If a canon means, however, that the majority of students in this country have been exposed to a relatively small body of literary works, the evidence is not clear. Lists of works read across schools do not tell how many of these works an individual student is apt to have read. Probably the most valid way to determine the existence and nature of a supposed literary canon is to compile not what the most frequently assigned works across schools or classes are but what individual students are reading within and across schools. The trends discerned in comparing the results of these surveys raise a number of questions for English teachers to discuss, including questions about the intellectual and moral content of readings as well as the civic mission of the schools. (Four tables of data are included.) (TD)

ED 331 058

CS 212 763

Ruszkiewicz, John

"Reason Is but Choosing": Ideology in First Year English.

Pub Date—Mar 91

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Consciousness Raising, Critical Thinking, Curriculum Development, *Curriculum Evaluation, Curriculum Problems, English Curriculum, *Freshman Composition, Higher Education, Ideology, Multicultural Education, *Political Issues, *Teacher Attitudes

Identifiers—Controversial Topics, Educational Issues, Politically Correct Communication, *University of Texas Austin

Writing courses which incorporate the tenets of "critical literacy" (such as the "difference" curriculum at the University of Texas at Austin) not only often fail to make students more aware of the role ideology plays in their culture, but also create profound new silences in the classroom—silences caused by political intimidation. Advocates of such courses seem inclined to design curricula in which most or all of the readings, assignments, and discussions represent or endorse values that conform to their political perspectives. Furthermore, these programs prove in practice to be inadequate at instructing students in logic and writing. The "difference" curriculum at UT-Austin was objectionable because it seemed to be deciding what politically correct perspectives on significant political and social issues should be. The ensuing controversy could have been avoided by: (1) creating the program more slowly and systematically; (2) listening to those who questioned its viability without labelling them as racist and sexist; (3) acknowledging that even the ideology of a program on racism and sexism is challengeable; and (4) accommodating different approaches to teaching writing into a multicultural syllabus. A truly exciting multicultural first year writing syllabus would enable instructors to bring different cultural problems, new groups, alternative readings,

and different ideas into the classroom without having to refashion the entire curriculum. (PRA)

ED 331 059

CS 212 764

Aber, John

Political Commitment in the Writing Class: A Look at the Practice of Five Teachers.

Pub Date—Mar 91

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consciousness Raising, Critical Thinking, Cultural Context, Higher Education, Interviews, *Political Attitudes, Political Influences, *Political Issues, *Teacher Attitudes, Writing Assignments, *Writing Instruction, *Writing Teachers

Identifiers—*Controversial Topics, Political Education

Five college writing teachers who consider themselves critically and politically progressive were interviewed to see how much their political views influenced what they did in their composition classes. The comments of the teachers suggest that although they are very sensitive to the students' needs and go out of their way to accept diverse views in the classroom, they are much more political in the classroom than they give themselves credit for. They may use standard texts in their classes, and they may ask their students to proofread a paper with the aid of a handbook yet they still seem to focus some of their assignments on the kinds of issues that many in the teaching profession would consider politically charged, such as race, class, and gender. The writing teachers interviewed, however, certainly do not pose any threat to the status quo in their institutions or in their departments. They know it is not wise to alienate their students and colleagues by assuming a radical political stance. Yet these teachers also feel that they are short-changing their students if they deny them the chance to think and write about the difficult problems that the American culture does not always want to confront. (PRA)

ED 331 060

CS 212 765

Johnson-Eilola, Johndan

Click Here...No, Here...Maybe Here: Anarchy and Hypertext.

Pub Date—22 Mar 91

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Activism, Communication (Thought Transfer), Computers, Higher Education, *Hypermedia, *Information Technology, Interaction, Power Structure, Reader Text Relationship, Rhetorical Theory, *Text Structure, Writing Instruction

Identifiers—Author Text Relationship, Empowerment, Literary Theory, Text Factors

Academic theory about hypertext indicates that hypertext use makes concrete postmodern and post-structuralist theories of text. When it is said that hypertext offers a new type of freedom and power for readers and writers, what are some of the things that are signaled implicitly? In conservative hypertexts, "choice" means being able to choose among options offered by the author of the text. In the type of freedom and choice offered by an anarchistic hypertext, every person has free access to read every piece of information in the network and to write his or her own text into the network. Such systems allow, even encourage, each person, to question, to challenge. At this anarchistic end of the spectrum, the only "controlling" aspect of the computer and the hypertext program is to make sure that no person controls any other. But while anarchy can help break down repression, it has its own problems at the local level of the reader/writer's experience with the text and at the global level of social action, in the connection between discourse and practice. Empowering students as they read and write in hypertext in classes is only the first step in empowering them in the rest of their lives. The two problems—complete, confusing anarchy in a hypertext and the potential for the loss of broad, social goals—can be addressed to some extent by consider-

ing the purposes and goals of writing in hypertext. (One diagram is included.) (TD)

ED 331 061

CS 212 766

White, Fred D.

Freshman Composition and Creative Writing: Another Gap to Bridge. [Revised].

Pub Date—Mar 91

Note—12p.; An earlier version of this paper was presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Thinking, *Creative Writing, *Expository Writing, *Freshman Composition, Higher Education, Holistic Evaluation, *Teacher Role, Writing Assignments, *Writing Attitudes, Writing Difficulties, Writing Improvement, *Writing Strategies

Identifiers—*Writing Development

The cognitive skills associated with the writing of fiction and poetry are equally important in analytical and evaluative writing. Excluding them from freshman composition in particular discourages the students from developing a genuine mastery of critical writing skills. Teachers of college freshmen should not define "creative" as the antonym of "expository," but should help their students to link emotional (affective) involvement with the critical writing at hand; or, conversely, to give critical attention to imagined situations. According to mystery novelist John D. MacDonald, there are three fundamentals in writing: (1) writers must be readers (students must read in order to associate reading with daily life, not just with the classroom); (2) writers must get outside themselves (they must be able to write to and from different perspectives); and (3) writers must abandon the idea that creative writing is all play. By presenting these fundamentals and by encouraging the development of creative as well as expository skills, teachers can help their students to write with the intensity of involvement that will make their critical writing both imaginative and engaging. (PRA)

ED 331 062

CS 212 767

Sudol, Ronald A.

Personality Influences on Student Use of Word Processing.

Pub Date—21 Mar 91

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, *Freshman Composition, Higher Education, Personality Assessment, Personality Measures, *Personality Traits, *Student Attitudes, Technological Advancement, *Word Processing, Writing Skills, *Writing Strategies

Identifiers—*Myers Briggs Type Indicator

Understanding the rich variety of personality differences can help teachers to avoid using new technology in ways that separate students from their best sources of strength. Twenty freshman students who were asked to react to 16 statements about writer's strengths and weaknesses not only answered very predictably according to their (Myers-Briggs) personality type, but even commented on the effects of word processing on writing in ways that suggest that the technology magnifies both strengths and weaknesses. Some students found in word processing ways to compensate for the areas in which they are less gifted. Writers need not adapt their habits to the features of technology such as word processors, but should instead use the technology according to their own set of gifts. It would seem that the focus of teaching ought to be on using word processing for its ability to offer compensatory disciplines. (PRA)

ED 331 063

CS 212 768

Pivan, Faith Himley, Margaret

Big Ideas for Mini-Studies.

Pub Date—21 Nov 91

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Graduate Students, Higher Education, *Preservice Teacher Education, Program Descriptions, *Teaching Assistants, *Writing Instruction

Identifiers—Syracuse University NY

Each fall at Syracuse University, new teaching assistants participate in an ambitious teaching project. Over the span of four days, new teaching assistants select their own topic of inquiry for the one or two writing courses (or "studios") they will be teaching, imagine a sequence of reading and writing assignments, construct a grading scheme, learn teaching practices (like setting up peer groups or doing research response logs) design a syllabus based on a five-week start, and prepare themselves to walk into class and start "teaching writing" often for the very first time. This "mini-studio" introduces teaching assistants intellectually and experientially to basic studio practices and principles and then asks them to reflect on these practices and principles as they plan their own course. (RS)

ED 331 064

CS 212 769

Worthen, Helena

A Way To Break Down Writing Research Papers Into Steps That Emphasize the Discovery Aspect of Research. Personally Attempted Instructional Innovation.

Pub Date—20 Jul 90

Note—6p; Paper presented at the Intersegmental Faculty Seminar of the California Association of Community Colleges (Bass Lake, CA, July 20, 1990).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Research Papers (Students), Secondary Education, Student Research, Two Year Colleges, Writing Assignments, *Writing Instruction, *Writing Processes, Writing Strategies

Identifiers—Vista College CA

A seven-step process helps students writing research papers distinguish between what they already know before they do any research and what they find out, and also avoids cut-and-paste, redevy, and plagiarized research papers. Students first narrate the story of the research process (which will be the structural spine of the paper) and then go through a brainstorming and class response process to choose topics, the seven steps to write the paper, which are as follows: students (1) write a description of everything they know about the topic already; (2) develop questions based on the difference between what they know and what they want to know; (3) make lists of possible ways (resources) to shed light on these questions; (4) investigate these resources until they find out something they didn't know before; (5) write a first draft and share it with teacher and class; (6) write another draft, integrating teacher recommendations; (7) write final drafts, including evaluative conclusions instead of just summaries, as well as footnotes and citations. This process spans the entire semester, happening concurrently with other assignments. (SR)

ED 331 065

CS 212 770

Milanes, Cecilia Rodriguez Stalter, Carolyn

Feminist Pedagogy in Composition Transforming Passive Receptors into Active Participants.

Pub Date—Oct 89

Note—14p; Paper presented at the Annual Northwest Regional Conference on English in the Two-Year College (24th, Albany, NY, October 12-14, 1989).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Classroom Techniques, Cooperative Planning, *English Instruction, *Feminism, Higher Education, Literature Appreciation, Student Centered Curriculum, Student Participation, Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers—*Collaborative Learning

Two teachers incorporated feminist pedagogical strategies into their literature/composition classroom. Feminist pedagogy seeks to break down hierarchical authority; to foster cooperation, collaboration, and the collective process; and to create a place where students learn from each other, taking responsibility for their own learning and becoming active participants. Specific classroom practices to create a setting in which students can write and speak with authority include: (1) a grading con-

tract negotiated between students and teacher on the "terms" of the semester's work (evaluation and grading); (2) journaling (for students and teacher); (3) student-developed topics for writing activities; (4) small group work to talk about writing; and (5) large group discussion facilitated by feminist pedagogical techniques. (SR)

ED 331 066

CS 212 772

Swilky, Jody

Cross-Curricular Writing Instruction: Can Writing Instructors Resist Institutional Resistance?

Pub Date—Mar 91

Note—14p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Educational Research, Higher Education, *Inservice Teacher Education, Resistance to Change, Teacher Attitudes, *Teacher Behavior, Teacher Improvement, Teacher Workshops, *Teaching Styles, Writing Across the Curriculum, *Writing Instruction

Identifiers—*Writing to Learn

A case study of the responses of two faculty members to a seminar designed to help them use writing-across-the-curriculum in their classrooms was undertaken. The purpose of the seminar was to examine the positive and negative views of the concept of "resistance" to illuminate reasons for, and forms of, faculty resistance to change. The seminar participants used in the case study were both senior members of the faculty: one was a rhetorician and the other was a language philosopher. The rhetorician demonstrated assumptions on learning and teaching which were at odds with the objectives of the seminar. Yet while he initially resisted ideas about writing-to-learn, he has continued to scrutinize and revise his teaching to incorporate writing-to-learn into his teaching style in the semester after the seminar. The language philosopher, however, based his objections to using writing-to-learn on a perceived unbearable increase in his workload. The language philosopher discussed his teaching with the seminar leader only sporadically in the semester after the seminar and confessed at the end of the semester that he has not incorporated elements of the seminar into his teaching because of a perceived increase in workload. Findings suggest that seminar leaders need to collaborate with instructors as they revise their courses so as to be able to understand the sources and nature of resistance and to assist teachers who are serious about changing their pedagogy. (RS)

ED 331 067

CS 212 773

Rivers, Thomas M.

Accommodating Virtue: Weak and Strong Discourse.

Pub Date—Mar 91

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Critical Thinking, Educational Philosophy, Educational Theories, *Ethical Instruction, Ethics, Higher Education, *Moral Values, *Persuasive Discourse, Rhetorical Theory, Teaching Methods, *Writing Instruction

Identifiers—*Moral Reasoning, *Rhetoric as Epistemic, Sophists

The tradition that promoted "sophia" instead of "philosophia," "oratio" instead of "ratio," and promoted the pursuit of wise decision making based on character has been replaced by a pedagogy that focuses on decision making independent of the role of virtue in making minds up. In courses in argumentation, critical thinking is often taught as if it involves no more than logic or reasoning powers that can be divorced from emotion and desired ends. The orator's tradition is a viable one, and, theoretically, there is good reason to see the sophistic or orator's tradition as amenable to a community based, historically based, non-revealed, non-self-evident set of character standards that are fought for, and with, what Jasper Neel calls, "strong discourse." It is not enough to teach students how to argue, they must be taught "how to be." Composition theory and pedagogy ought to consider carefully whether they

promote the tension between self and community, and promote also the idea that how a person behaves (virtue) is always a public gesture conditioned by and subject to public scrutiny. Teaching students to write strong discourse requires a pedagogy and a theory of virtue and character. (Eight notes are included, and 10 references are attached.) (TD)

ED 331 068

CS 212 774

Gould, Christopher

Converting Faculty Assessment into Faculty Development: The Director of Composition's Responsibility to Probationary Faculty.

Pub Date—Mar 91

Note—25p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, English Departments, *Faculty Development, *Faculty Evaluation, Higher Education, Literature Reviews, Peer Evaluation, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, Summative Evaluation, *Teacher Effectiveness

A survey of the literature of instructional evaluation, highlighting appropriate methods for encouraging, assessing, and documenting effective higher education English instruction, can aid English departments in search of valid measures of teaching effectiveness. Before a department can formalize any system of assessment, it must first establish some consensus about what constitutes good teaching based on the proportional emphasis assigned to each of the following areas: content expertise, instructional delivery skills, and instructional design skills. Although data relating to each of these instructional roles may come from a variety of sources, no single source is appropriate for assessing a teacher's effectiveness in all three. Student evaluation, peer evaluation, and self-evaluation all have strengths and weaknesses when used to evaluate teaching effectiveness. Two strategies for the development of effective assessment procedures are: (1) compilation of a current anthology of evaluative instruments and procedures validated within specific settings; and (2) establishment of a corpus of research in the area of teaching assessment by scholars in English study. (One figure and two notes are included; 41 references are attached.) (RS)

ED 331 069

CS 212 775

Randic, Janna

Employing Freire's Notion of Dialogue as the "Sealing Power" in the Writing Classroom: Theoretical Base and a Call for Change.

Pub Date—21 Mar 91

Note—14p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dialogs (Language), *Discussion (Teaching Technique), Higher Education, *Instructional Effectiveness, Student Motivation, Teacher Role, *Teacher Student Relationship, Teaching Methods, *Writing Instruction

Identifiers—Collaborative Learning, *Dialogic Education, *Freire (Paulo)

The dialogic method of teaching, which is based on Paulo Freire's notion of dialogue as the "sealing power" in the writing classroom, encourages critical thinking and interaction, and should take a more prominent place in composition classrooms. According to Lev Vygotsky, knowledge, thought, and learning are social and collaborative acts. Language that includes thought and action is used in writing, and writing communicates the multitude of voices inside each person. By employing dialogic interaction in the classroom (beginning with the students' own understanding and descriptions of daily life experiences) the teacher can help the students to bridge the gap between the abstract intellectual idiom of the classroom and the reality of the outside world. Kenneth Bruffee's concept of collaborative learning (based on Vygotsky) is essential to writing classrooms. There are four different types of dialogic strategies that can be employed in the writing classroom: (1) begin the course by asking the students to reveal their writing experiences, the problems they encounter in writing, and their attitudes towards writing; (2) use the word association exer-

cise so that students can learn a variety of ways to organize their thoughts; (3) "situate" learning in the students' cultures using their ideas or themes; and (4) collaborate with the students by guiding their research rather than directing it. (Fourteen references are included.) (PRA)

ED 331 070

CS 212 776

Harris, Joseph

Criticism and the Other Reader.

Pub Date—Mar 91

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Critical Reading, *Critical Viewing, Descriptive Writing, Discourse Modes, *Freshman Composition, Higher Education, Mass Media Use, Popular Culture, Student Writing Models, *Teacher Effectiveness, *Writing Assignments, Writing Skills

Identifiers—Advertisements, *Advertising Effectiveness, Basic Writers

Everyone sees through advertisements, yet no one is immune from their appeal. In a writing class the students were able to look at ads without being injured or seduced by them, but doubted that others could do the same. It is important to encourage students to discuss what they actually think about writings rather than what they are supposed to think about them, and to teach them to articulate a response before celebrating or criticizing it. Assignments for a basic writing class include asking students to: (1) look at the uses they make of popular texts in forming their own self-images or identities; (2) write about how a certain kind of music, movies or fashion entered into and affected their lives; (3) define the sort of viewer or reader that a certain text seems to address; (4) consider David Marc's argument for the value of watching television "actively"; (5) take the approach of the marxist critic John Berger in reading a current advertisement, drawing on what is already known about how ads work in order to talk back to Berger; and (6) follow the lead of Roland Barthes in looking for the meanings of various objects or "texts" that might often be thought to mean little or nothing at all. If students learn how to use what they know about the media and pop culture to gain a hearing as writers at the university, taking on the languages and methods of the university to say new things about that culture, they will no longer be the sort of "other reader" whose responses critics worry about and speak for, but critics themselves. (PRA)

ED 331 071

CS 212 777

Tucker, Anne

The Effects of Peer Tutoring on Writing Improvement in a Combined Kindergarten-First Grade Class.

Pub Date—[90]

Note—21p.; Best available copy.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Grade 1, Kindergarten, *Peer Teaching, Primary Education, *Tutoring, *Writing Improvement, Writing Instruction, Writing Research

Identifiers—Childrens Writing

A study investigated whether peer tutoring in writing would lead to writing improvement. In a kindergarten-first grade classroom three children were tutored by fellow students, while three other students worked alone. The children's writing samples were collected and evaluated in three areas: spelling, longer sentences, and greater number of words in the piece. Results indicated that of the three children who worked with a tutor, two showed much improved writing while the third improved a little. Of the three students writing alone, all remained at about the same level. (SR)

ED 331 072

CS 212 778

Sperling, Melanie

The Social Construction of Writer as Reader: Observations of High School Students Learning To Write.

Pub Date—Apr 91

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Research, Communication Research, High Schools, Learning Processes, Reader Response, *Reader Text Relationship, Reading Processes, *Reading Writing Relationship, *Teacher Student Relationship, Teaching Methods, Verbal Communication, Writing Instruction

Identifiers—Conversation, *Teacher Student Conferences, Writing about Literature, Writing Development

When students are learning to write, one-to-one teacher-student conversations taking place around the students' writing and writing processes are especially important. Two examples illustrate the multiple and connected processes of reading and writing that are associated with composing in a high school English class. The first conversation, in a ninth-grade English class, lasts one minute nineteen seconds and is "squeezed in" while the student is engaged in other class work. Collaboration permeates the conversation as the participants build on one another's offers of information, overlapping turns, sometimes completing each other's sentences. The second conversation, from an eleventh-grade American Literature class, occurs as a conference for which the student signed up to review the first draft of an essay. In the context of these one-to-one conversations, participants shape together a process of (1) analyzing real-world experience; (2) negotiating between real-world experience and text rendition; (3) generalizing from the specifics of experience into more universal truths; (4) generalizing from the specifics of the student's writing experience to more universal truths about the student's own writing process; and (5) negotiating between teacher's and student's points of view. Through the dynamic of even brief conversation, students may construct themselves as writers in the world of writers, as readers in the world of readers, and as readers/writers in the world of writers/readers. (TD)

ED 331 073

CS 212 779

Gardner, John Fouts

Classroom Techniques for Improving Black Male Student Retention.

Pub Date—Mar 91

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Education, *Black Students, *Classroom Communication, Classroom Environment, *Classroom Techniques, Higher Education, High Risk Students, *Males, *Potential Dropouts, School Holding Power, *Teacher Student Relationship

Identifiers—Collaborative Learning

Institutions of higher learning must focus on new ways to serve the at-risk student and the black male at-risk student in particular. By developing and implementing a plan, any teacher can foster retention of at-risk students, even in the absence of institutional support. Twenty effective techniques are: (1) learn students' names; (2) assign specific office hour visits; (3) use "calling cards"; (4) touch each one each day; (5) use peer tutors and counselors; (6) use collaborative learning frequently; (7) use five minute "get acquainted" sessions; (8) encourage club and campus activity joining; (9) walk them through the campus; (10) take fieldtrips; (11) vary instructional mode; (12) make very short-term assignments; (13) set very short-term goals; (14) include everyone in classroom discussion; (15) make a scrapbook about successful role models; (16) be fair, firm, demanding, consistent, and predictable; (17) provide all materials from the beginning; (18) be animated in instruction; (19) teach a memory skill; and (20) be "up beat" and cheerful. The basic needs of at-risk students are essentially the same as those of any student—the only difference is that these students need more of the above than the others. Serving at-risk students well will mean serving all students well. (SR)

ED 331 074

CS 212 780

Tinberg, Howard

Teachers and Students "In the Field": What We Have (re-)Learned from Anthropology.

Pub Date—Mar 91

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anthropology, Classroom Environment, Classroom Research, Classroom Techniques, Cultural Context, Higher Education, Learning Experience, Teacher Attitudes, Teaching Experience, Teaching Methods, *Writing Assignments, *Writing Instruction

Identifiers—Writing Contexts

Strange as it may seem, the classroom is not, by and large, accepted within the composition discipline as a scene for genuine knowledge-making and theory-building. Teachers should go back to the "concrete materials" from which knowledge and theory are made. An example of what can be learned in the classroom comes from an effort to encourage students to reflect on the extent to which people are "constructed" by culture. Students are encouraged to bring up, in class and in their writing, examples of groups with which they are affiliated. As an assignment, students in a community college writing course are asked to identify one community to which they belong and to describe the roles they and the other members play. Turning from community, attention is next directed to culture. The anthropologist Clifford Geertz's "Deep Play: Notes on the Balinese Cockfight" is used to prompt discussion about culture. Students are then asked to observe a ceremony from their own communities. Finally, students are asked to do a reading of a television advertisement as indicative of the culture's values and beliefs. Students gain much from this kind of research into culture. And just as students have come to see the significance in their "local knowledge," so too teachers may come to see that "what happens" within the community of the classroom on a day-to-day basis is worthy of observation and may even generate knowledge. (TD)

ED 331 075

CS 212 781

Erickson, Marianne

Hear Together Eyes; Write Together Heart: American Sign Language in the (Verbocentric) Composition Classroom.

Pub Date—Mar 91

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Sign Language, Cued Speech, *Deafness, English (Second Language), English Instruction, Finger Spelling, Higher Education, *Manual Communication, *Second Language Instruction, Second Language Learning, Writing (Composition), Writing Ability, *Writing Difficulties, Writing Instruction

Identifiers—Manually Coded English, *Signing Exact English, Writing as a Second Language

When evaluating the work of congenitally deaf students whose native language is spatial and semiotic, composition teachers must avoid being what Marjorie Siegel calls "verbocentric," since congenitally deaf students are, in effect, learning to write in a language completely foreign to them in structure, syntax, and grammar. The compositions of deaf students repeat specific erroneous structural patterns, because the students are, in fact, writing spatially rather than structurally. Several methods have been used, with varying degrees of success, to teach English speech, reading, and composition to native signers of American Sign Language (ASL): (1) fingerspelling or dactylology; (2) cued speech; (3) manually coded English; (4) simultaneous communication; and (5) signing exact English. These methods all share the common prejudice of treating ASL as a type of substandard English rather than as a linguistically sound and logical language in its own right. This is being remedied, however; in 1989, the Modern Language Association recognized ASL as an official language, and researchers at Gallaudet University are developing computer software which will provide grammar checks and automatic sentence parsing based on the differences between ASL syntax and English grammar. This new awareness of ASL reflects a trend toward interdisciplinary study and creates a vast number of possibilities for school-

arship and discovery. Most importantly, it allows the expression of a long-silent minority. (Twenty-one references and suggestions for additional reading are included.) (PRA)

ED 331 076

CS 212 782

Leland, Bruce H.

Partners in the Process: Professionalism for Writing Instructors.

Pub Date—Mar 91

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, *Curriculum Development, Educational Cooperation, English Curriculum, *Faculty Development, Higher Education, *Nontenured Faculty, Participative Decision Making, *Professional Development, Teacher Morale, Teamwork, *Writing Instruction, *Writing Teachers

Identifiers—Collaborative Learning, Collaborative Writing, *Professional Activities, Western Illinois University

Just as student centered, collaborative classrooms give students the power to direct their own learning, so too a collaborative, partnership model for the writing staff leads to empowerment and professionalism. At Western Illinois University, involving temporary instructors in the process of curriculum development not only served to boost their participation in professional activities, but also increased their political involvement to the point where the provost of the university was considering them for tenured positions. The instructors contributed to the project by brainstorming; suggesting readings, exercises and paper topics; sharing examples of student writing; reading drafts of chapters; proposing changes; trying out material in classes; writing sections of the text; and contributing artwork. Participating in the struggle of creation, and working together on pedagogical problems and the application of theory increased the instructors' interest in: (1) attending professional conferences; (2) subscribing to journals; (3) experimenting with collaborative learning and portfolio grading; (4) writing "Working Papers" based on research or classroom experiments; and (5) experimenting with methods of teaching writing with a computer. This professional activity, in turn, had the effect of increasing their political involvement through the "Instructor's Caucus," a group formed to work on issues of status, application of a contract, and other job issues. (PRA)

ED 331 077

CS 212 784

Brueggemann, Brenda Jo

Writing for Publication.

Pub Date—Mar 91

Note—7p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Graduate Students, Higher Education, Scholarly Journals, *Student Attitudes, *Writing for Publication

Identifiers—*Academic Discourse, Academic Discourse Communities

To develop a useful attitude toward the issue of getting published, graduate students need to explore both personally and professionally what it means to be a member of a discourse community, what it means to have what they know constructed by that community, and what the boundaries are between their personal and academic selves and voices. Graduate students would do well to enter into the academic conversation by reading the major journals in their field, deciding which ones they want to write for, and then joining the conversation. Ideally, such writing could be done as part of completing a paper for a graduate course. Graduate student groups ("research colloquiums") can be useful places to share writing and get feedback. Graduate students must learn to develop and trust their own voices to enter effectively into this arena. (SR)

ED 331 078

CS 212 785

Bentley, Robert H.

And Gladly Count: Examining the Error-Reduction Component of a Writing Program.

Pub Date—23 Mar 91

Note—15p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Error Correction, *Expository Writing, Higher Education, *Instructional Effectiveness, *Writing Evaluation, *Writing Improvement, Writing Research, Writing Skills

Identifiers—*Error Monitoring, Lansing Community College MI

A study at Lansing, Michigan Community College investigated whether the current policy of grading the students according to the number of errors in their compositions was actually helping the students to make fewer errors in their writing. Error data were collected from 4 graded essays from each of 311 students in 2 writing courses (one on exposition, the other on argument). Results showed a 50% reduction in errors, with the students making the most impressive gains in the first course, indicating that the rigorous error-count system of the school is getting positive results. Conclusions of this study are that marking papers does decrease error—just as was always thought. (Two appendixes showing error-reduction data and the grading procedures are attached.) (PRA)

ED 331 079

CS 212 786

White, Arden And Others

A Sixteen Journal Study of Accuracy of Direct Quotes and Associated Reference List Entries.

Pub Date—91

Note—9p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citations (References), Editing, *Error Patterns, *Reliability, Research, Research Methodology, Research Skills, *Scholarly Journals, Scholarship, *Writing for Publication, Writing Research

Identifiers—*Scholarly Writing

A study examined the nature and frequency of faults and errors in reference list entries and direct quotes selected from all 1988 issues of 16 social and biological science journals. All departures from the original (additions, omissions, or changes) were labeled as either a word or punctuation deviation. Of the 402 quotes verified, 33.33% deviated from the original, with several having more than one fault or error. Of 224 articles that had both quotes and the associated reference, nearly 60% had faults or errors in either the quote or the associated reference list entry/entries. Although a review of the individual journal percentages suggested that writers who published experimental research tended to have a lower percentage of faults or errors, the percentages still implied that writers do not exercise sufficient care in preparing and editing their manuscripts. Findings show both interesting and humorous examples of errors, and examples from quotes where the apparent intent of the original writer(s) was abridged, distorted, or misused by the quoter. Basic retraining and attention to basic research practices for people preparing for careers in scholarly research and writing is recommended to prevent this from becoming a compounding problem. (PRA)

ED 331 080

CS 212 787

White, Arden

A Ten-Journal Study of Reference List Inaccuracies.

Pub Date—91

Note—22p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citations (References), *Error Patterns, *Reliability, Research Methodology, *Research Problems, Research Skills, *Scholarly Journals, Scholarship, *Writing for Publication, Writing Research

Identifiers—*Scholarly Writing

A study examined the nature and frequency of faults and errors in reference list entries selected from 10 journals (principally in the fields of psychology and education). The elements used for data tallying and analysis were: surname, initial(s), and other identifiers, such as Jr. and III; article title; and journal name, volume, issue number, year, and page numbers. All departures from the original (additions, omissions, or changes) were noted. From a total of 10,149 entries, 40.3% were incorrect. These

deviations could range from a fault which would not hinder retrieval, to an error which complicated or prevented retrieval. Errors and faults included: (1) omission of the author's middle initial; (2) punctuation faults; (3) misspelling of author surnames; (4) erroneous volume and page numbers; and (5) word changes, additions, replacements, and/or omissions in the title. The results indicate that faults and errors in scholarly writing occur in rather high frequencies. While many of these errors do not actually prevent recovery of the article, they could influence a reader not to seek out the original. No matter how the errors occur, responsibility rests with the writer(s), who should exercise more care in the preparation of reference list entries, as these writers are the models for writers-to-be. (One table of data is included and 26 references are attached.) (PRA)

ED 331 081

CS 212 788

White, Arden Hernandez, Nelda R.

Direct Quote and Reference List Entry Faults and Errors in a Sample of Articles from the "American Educational Research Journal," Compared With Findings from Previous Research.

Pub Date—91

Note—14p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citations (References), Comparative Analysis, *Error Patterns, *Reliability, Research Methodology, *Research Problems, Research Skills, *Scholarly Journals, Scholarship, *Writing for Publication, Writing Research

Identifiers—*Scholarly Writing

A study compared the nature and frequency of faults and errors in reference list entries and direct quotes selected from 78 articles in 8 issues of the "American Educational Research Journal" (AERJ) with authors sampled from 10 previously studied journals. All departures from the original (additions, omissions, or changes) were labeled as either a word or punctuation deviation. Of 856 AERJ reference list entries that were retrieved, 46.26% contained at least one fault or error, which is similar to the fault/error rate of the previously reported data. The most frequent discrepancy was omission of the author's middle initial, with the second being a punctuation fault. Other errors and faults included: (1) misspelling of author surnames; (2) erroneous volume numbers; (3) erroneous page numbers; (4) word changes, additions, replacements, and/or omissions in the title of the article being cited; (5) quotation marks used for paraphrases; and (6) direct quotes presented as paraphrases. The data compiled here, added to the findings from previous studies, leave little doubt, although the samplings are relatively small in light of the large numbers of authors, that faults and errors in scholarly writing are widespread, and almost certainly increasing in frequency of perpetration. (One table of data is included and 26 references are attached.) (PRA)

ED 331 082

CS 212 789

Berry, Barnett And Others

Professional Development of the 90s: Teachers, Students, and the South Carolina Writing Improvement Network.

Pub Date—Apr 91

Note—45p

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Inservice Teacher Education, Instructional Effectiveness, Intermediate Grades, *Professional Development, *Program Effectiveness, Remedial Instruction, Secondary Education, Teacher Attitudes, Writing Achievement, *Writing Improvement, *Writing Instruction, Writing Strategies, Writing Teachers

Identifiers—Basic Skills Assessment Program, *South Carolina Writing Improvement Network

The mission of the South Carolina Writing Improvement Network (WIN) is to improve students' writing abilities by providing professional development programs and writing activities for remedial writing teachers. A study assessed the effects of WIN on the growth and professional development of writing teachers, as well as the effects of the implementation of WIN on students' scores on the South Carolina Basic Skills Assessment Program (BSAP) Writing Test. A survey mailed directly to 100 WIN teachers received a response rate of 59%. Results showed that WIN has definitely had an im-

pact on classroom writing practice. WIN instructors teach all facets of the writing process more frequently, and their students are receiving higher scores on the Basic Skills Assessment Program Writing Tests. The teachers reported that their knowledge of writing instruction had increased, and that their students had become better writers. In addition, teachers characterized themselves as more efficacious and more willing to draw on professional judgment rather than on a set of predetermined rules. The data also showed, however, that WIN teachers may have difficulty in the transition from traditional writing instruction to the more open-ended approach embedded within the writing process. Obstacles to this transformation appeared to include a lack of vested teacher power in a hierarchical administrative model and a lack of administrative knowledge and support of the writing process. (Six tables of data are included and two appendices—the "Writing Improvement Network Survey" and the WIN Interview Protocols—are attached.) (PRA)

ED 331 083 CS 212 790
Pollington, Mary

Part-Time Teachers—or Teachers, Who Work Part-Time?

Pub Date—Mar 91

Note—16p: Paper presented at the Annual Meeting of the Conference on College Communication and Composition (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Educational Research, Higher Education, *Part Time Faculty, Teacher Attitudes, *Teacher Employment, *Teacher Employment Benefits, Teacher Qualifications, *Teacher Salaries, *Teaching (Occupation)

Identifiers—English Teachers

The first and most often cited problem of part-time teachers is the question of remuneration. Most part-timers are paid a per-course amount which almost never represents a true pro-rata proportion of a full-time salary at the same institution. Another problem which often concerns part-timers is that they are not eligible for health insurance or retirement programs and are often excluded from many other fringe benefits accorded to full-time colleagues. A third familiar complaint is the lack of status within the department and the academic community. Part-timers find they are excluded from opportunities for professional growth and from possibilities for recognition and reward. A survey of full- and part-time English faculty found that most part-time teachers work in higher education for much the same reasons as full-timers do—because they love teaching, are good at it, and enjoy being a part of the academic community. Major reasons given for choosing part-time work over full-time were the lack of a PhD and the working hours. Teachers who work part-time would like to be compensated fairly for the work they do, be seen as significant members of their departments, participate on committees and in decision making processes, have time and opportunities for research and professional development, and enjoy respect from their administrators and colleagues. (Two figures are included.) (MG)

ED 331 084 CS 212 791
Otte, George

The Diversity Within: From Finding One's Voice to Orchestrating One's Voices.

Pub Date—Mar 91

Note—13p: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Foreign Students, *Freshman Composition, Higher Education, *Minority Groups, *Personal Narratives, *Student Centered Curriculum, Student Needs, *Student Writing Models, Writing Assignments, *Writing Strategies, Writing Teachers

Identifiers—City University of New York Bernard Baruch College, *Expressive Writing, Voice (Rhetoric), Vygotsky (Lev S)

Lev Vygotsky and others have shown that "that which is within" is partly the product of socialization—a welter of competing claims, roles and voices.

R1E SEP 1991

Teachers should aim, however, to achieve negotiation rather than suppression, transformation, or accommodation among these competing elements. With this in mind, 20 minority students at Baruch College in New York (where minority students are actually in the majority), were each asked to write a paper focusing on a personal issue, but "thinking through" the issue rather than resolving it. Reading the students' papers suggested that they ought to be encouraged to orchestrate their voices rather than to find a personal voice. Furthermore, instructors should focus on discovery rather than control, and problem definition rather than problem-solving. When teachers talk about what they want to see in their students' papers (and by extension in their students' lives), they should emphasize diversity rather than unity; interrelation rather than assimilation; and exploration rather than resolution. Teachers should be less concerned with what they want to hear and more concerned with what students might want to say. By teaching less and learning more, they could gain cultural understanding from their students. (Examples from student papers are included.) (PRA)

ED 331 085 CS 212 793
Thinking through Writing: Writing Assessment.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0904-3

Pub Date—89

Note—35p.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50 each, \$17.00 for 10 copies; plus sales tax for California residents).

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Grade 8, Grade 12, Secondary Education, *State Standards, Student Writing Models, Teaching Methods, *Writing Achievement, Writing Assignments, *Writing Evaluation, Writing Instruction, *Writing Processes, Writing Strategies

Identifiers—*California, *California Assessment Program, Student Centered Assessment

This booklet outlines the California state guidelines for writing which assert that students should be carefully taught to read and compose many types of discourse to prepare them for higher education, the job market, and citizenship in democracy. The booklet summarizes the purposes for which the California Assessment Program (CAP) was developed, i.e., to: (1) set high standards for writing through a wide-range achievement test; (2) guide students through a variety of thinking and writing processes; (3) place particular attention on making good writing instruction available to all students; (4) allow for the monitoring of progress from year to year at school, district, and state levels; (5) require less time for testing a variety of writing types through the use of matrix sampling; (6) expose students to many types of writing situations; and (7) offer state-of-the-art, teacher-developed instructional materials. The booklet describes the types of essays which eighth and twelfth graders are expected to write; the collaborative efforts of the English-Language Arts Assessment Advisory Committee and the CAP Writing Development Team; the process of "prompt" development and selection; the state-of-the-art measurement system; the three-tiered reporting system; the creation of the "Writing Assessment Handbook"; and the future goals of CAP's English-Language Arts Assessment Committee. Two sample student essays are included. (PRA)

ED 331 086 CS 212 795
Blackall, Donna

The IATE Role in IGAP Writing Assessment.

Pub Date—Mar 91

Note—5p: Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Language Arts, *Minimum Competency Testing, *Politics of Education, State Standards, Student Evaluation, *Teacher Associations, *Writing Evaluation

Identifiers—Illinois, *Illinois Association of Teachers of English, *Illinois Goal Assessment Program, State Competency Tests

When the state legislators of Illinois mandated a

full-scale statewide assessment program in reading/language arts, the Illinois Association of Teachers of English (IATE) made its stand clear: that tests for Illinois students must be created, designed, and executed by Illinois English/language arts educators, and that a writing sample was an obvious and necessary part of such a test. IATE exerted significant influence for change, and a writing sample is now part of the assessment process in Illinois. (SR)

ED 331 087 CS 212 800
Wresch, William, Ed.

The English Classroom in the Computer Age: Thirty Lesson Plans.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-1376-1

Pub Date—91

Note—154p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 13761-0015, \$12.95 members, \$16.50 nonmembers).

Pub Type—Books (010)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Class Activities, *Computer Assisted Instruction, *Computer Uses in Education, *English Instruction, Higher Education, Lesson Plans, Secondary Education, Teacher Developed Materials, Teaching Methods, Writing Assignments, *Writing Instruction

Written by middle school, high school, and college writing teachers, the 30 lesson plans collected in this book represent a mix of computer-based units for teaching writing. They cover many types of writing from journalism to literary essays, fiction, and poetry, and many aspects of the writing process, from brainstorming for ideas to prewriting warm-ups, electronic library research, revision, and desktop publishing. Most of the lessons in the book are adaptations of lessons used for years without computers; a small number of lesson plans in the book represent wholly new activities. The lessons in the book follow a set format designed to help readers quickly find out which activities are most appropriate for them, and are divided into categories for students with little, moderate, or substantial computer experience. (A directory of software and a list of contributors are attached.) (RS)

ED 331 088 CS 212 801
Hawisher, Gail E., Ed. Selfe, Cynthia L., Ed.

Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-1166-1

Pub Date—91

Note—389p; Foreword by Edmund J. Farrell.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801; Stock No. 11661-0015, \$19.95 members, \$24.95 nonmembers.

Pub Type—Books (010)—Opinion Papers (120)—Collected Works—General (020)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Computers, Higher Education, *Hypermedia, *Politics of Education, Teacher Response, *Teacher Student Relationship, Technological Advancement, *Writing (Composition), *Writing Instruction

Identifiers—Writing contexts
Discussing the profound changes and possibilities for writing and writing instruction that are evident at this stage of the computer revolution, this book contains 17 articles which focus on implications for teaching, learning, and teacher education and highlight questions that teachers and researchers must address to realize the potential of the new technology. The book's four main sections deal with the profound influence of the new electronic age on teachers' lives, the ways computers change the responsibilities of students and teachers, the significance of hypertext for writers and teachers, and the political implications of the computer revolution for education. The articles and their authors are as follows: "Ideology, Technology, and the Future of Writing Instruction" (Nancy Kaplan); "Taking Control of the Page: Electronic Writing and Word Publishing" (Patricia Sullivan); "Computing and Collaborative Writing" (Janis Forman); "Prospects for Writers' Workstations in the Coming Decade" (Donald Ross); "Computers and Teacher Education in the 1990s and Beyond" (Kathleen Kiefer); "Com-

puters and Instructional Strategies in the Teaching of Writing" (Elizabeth Klem and Charles Moran); "Evaluating Computer-Supported Writing" (Andrea W. Herrmann); "Hypertext and Composition Studies" (Henrietta Nickels Shirk); "Toward an Ecology of Hypermedia" (John McDaid); "Reconciling Hypertext" (Catherine F. Smith); "The Politics of Hypertext" (Stuart Moulthrop); "Technology and Authority" (Ruth Ray and Ellen Barton); "The Politics of Writing Programs" (James Strickland); "The Equitable Teaching of Composition with Computers: A Case for Change" (Mary Louise Gomez); and "Feminism and Computers in Composition Instruction" (Emily Jessup). (SR)

ED 331 089 CS 212 802

Marzano, Robert J.
Cultivating Thinking in English and the Language Arts.

National Council of Teachers of English, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-8141-0991-8

Pub Date—91

Contract—400-86-0002

Note—96p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 09918-0015, \$6.95 members, \$8.95 nonmembers).

Pub Type—Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Class Activities, Critical Thinking, Elementary Secondary Education, *English Instruction, *Language Arts, *Learning Strategies, Metacognition, *Skill Development, Theory Practice Relationship, *Thinking Skills

Identifiers—Knowledge Acquisition
This book draws on recent theory and research to suggest ways teachers (grades K-12) can raise the levels of thinking involved in classroom activities and give students practice in higher mental operations. Taking the position that helping students understand their own mental processes also helps them function at higher levels in the English classroom, the book highlights principles that govern thinking and learning, and suggests ways teachers can make students aware that they learn within a context of personal beliefs about the value of the subject matter and their own abilities, and that if these beliefs are limiting, they can work to change and enlarge them. It describes activities that help students not only understand how they link new knowledge with their existing schemata of knowledge but also reshape those schemata to accommodate new ideas. Finally, the book offers ideas for coaching students on how to monitor their own mental processes to achieve peak engagement in learning tasks. Key elements in the book's program for emphasizing thinking are journal writing and transactional response activities for literature study of characters and motivation. The book's five sections are: (1) A Framework for Cultivating Thinking; (2) Contextual Thinking; (3) Constructing Meaning through Transactional Response; (4) Knowledge Development through Meaningful, Complex, Long-Term Tasks; and (5) Providing a Structure for Higher-Order Thinking. A 117-item bibliography is attached. (SR)

ED 331 090 CS 212 803

Smagorinsky, Peter

Expressions: Multiple Intelligences in the English

Class. Theory & Research into Practice (TRIP).

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-1664-7

Pub Date—91

Note—74p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 16647-0015, \$7.95 members, \$10.50 nonmembers).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, *English Instruction, Intelligence, *Intelligence Differences, *Language Arts, *Learning Activities, Secondary Education, Student Participation, Theory Practice Relationship

Identifiers—Gardner (Howard), *Multiple Intelligences

Intended to help teachers think of ways to broaden the range of intelligences students use in language arts classes within the constraints of the

content area, this book offers help for teachers who want to create classes in which students enthusiastically participate in constructive activities. In its first section ("Theory and Research"), the book sketches Howard Gardner's research on the many forms of human intelligence, showing seven intelligences: linguistic, logical/mathematical, musical, spatial, bodily/kinesthetic, interpersonal, and intrapersonal. The book notes that to judge students' abilities solely by linguistic performance is to neglect and discourage those whose strengths lie elsewhere, and maintains that because different cultures foster different types of intelligence, the nation's growing diversity could leave even more youths devalued and constrained. The book's next section ("Practice") focuses on each of Gardner's seven intelligences in turn, suggesting ways to expand traditional classroom practices for English. Among the suggestions in this section are definition projects for the logically inclined, song-writing and the setting of poems to music, map-making and art study in relation to movements such as romanticism, dramatization of literature, mime, small-group discussion and writing, and literature-related interview projects. Extensive appendices provide step-by-step instruction sheets for 22 class activities. (SR)

ED 331 091 CS 212 804

Smith, Michael W.

Understanding Unreliable Narrators: Reading between the Lines in the Literature Classroom.

Theory and Research into Practice (TRIP).

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-5566-9

Pub Date—91

Note—70p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 55669-0015, \$5.95 members, \$7.95 nonmembers).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, *Classroom Techniques, English Instruction, High Schools, Irony, Literary Devices, *Literature Appreciation, Reading Comprehension, Secondary School Teachers, Teaching Methods, Theory Practice Relationship

Intended for high school literature teachers, this book reviews research in educational psychology and reading comprehension, and outlines classroom activities for direct instruction and practice of interpretive strategies. The book cites studies which reveal that if teachers distrust students' ability to interpret literature effectively, they may dominate classroom discussion and bore students by confining them to short answers. It describes direct-teaching experiments in which students' comprehension of literature improved when they were taught to distinguish between different kinds of questions. The book discusses research in which students successfully used a set of questions to detect irony in literature, and offers another set of questions to help students understand that in fiction, they will encounter fallible narrators. The book maintains that discussions, small-group work, and other activities help students get below the surface of literature, relate it to life, and move toward independent interpretations. The book offers interpretive units constructed around three short stories, and provides checklists, reproducible handouts, and a bibliography. (MG)

ED 331 092 CS 212 809

Maimon, Elaine P.

Errors and Expectations in Writing across the

Curriculum, Diversity, Equity, and the Ideology

of Writing Across the Curriculum.

Pub Date—21 Mar 91

Note—5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Higher Education, *Teacher Student Relationship, Theory Practice Relationship, *Writing Across the Curriculum

Identifiers—City University of New York Queens College, *Writing to Learn

"Writing to learn" is the motto of writing across the curriculum (WAC). When students write to learn, they interact with subject matter in a way that

makes it their own. WAC individualizes instruction because each student's response to a writing-to-learn assignment will be as different as the student's individual experience. A WAC classroom is an interactive classroom. The undeniable virtue of WAC is that it is a wedge into a reform pedagogy. Writing to learn provides ways for somnolent students and aloof instructors to connect. WAC provides a way to celebrate diversity within the framework of community—to engage students' diverse responses within an academic community which, through student participation, should be always in the making. (RS)

ED 331 093 CS 212 810

Worley, Demetria A.

Freedom within Boundaries: The Use of Structured

and Loose Structured Poetry.

Pub Date—26 Oct 90

Note—17p.; Paper presented at the Annual Meeting of the Illinois Association of Teachers of English (Springfield, IL, October 26-27, 1990).

Pub Type—Speeches/Meeting Papers (150) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Creative Writing, Elementary Education, English Instruction, Middle Schools, *Poetry, Teaching Methods, *Writing Instruction, Writing Processes

Identifiers—Childrens Writing, Poetry Workshops,

Writing Development

Often when teaching creative writing to grade school and middle school students, teachers encounter two problems: students state that they do not have anything to write about, or students keep their poetic voices quiet and imitate the examples that they are given. If students are encouraged to mentally create images of poetic forms and to write poetry within loose versions of the forms, they are more receptive to poetry. In addition, when students visualize the forms before they write, they have a sense of where they are going before they get there. In order for students to see poetry as living, breathing words which have a connection to them, educators need to give students examples chosen from the middle of the poetry spectrum. Students in the third through eighth grades respond best to quatrains and sonnets. The quatrain works well as an example to use to explain how stanzas can create a poem. If teachers explain to students that what goes on within the sonnet is as important as, or even more important than, its formal elements, they can encourage students to see that the message within the sonnet is what is most important. Seeing a visual representation of the poetic form allows students to visualize what a poem looks like; they then have a schema to tap during their creative process. Students can then be given a sample poem to discuss in small groups. (Three figures are included.) (MG)

ED 331 094 CS 212 811

Tighe, Mary Ann

Teaching Composition across the Curriculum in

Southeastern Alabama and in Suffolk County,

England.

Pub Date—Mar 91

Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) —

Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, English Instruction, Foreign Countries, Science Instruction, Secondary Education, Social Studies, Surveys, Teacher Behavior, *Teaching Methods, *Writing Across the Curriculum, Writing Research

Identifiers—*Alabama, *England, Teacher Surveys

A study compared the teaching of composition in secondary British and American schools in the areas of English, social studies, and science. Surveys were returned by 223 teachers in the southeastern Alabama area (out of 310 surveys sent) and by 48 teachers in Suffolk County, England (out of 87 surveys requested). Low response from teachers in England limited the comparisons to those across the curriculum in America and between English teachers in America and England. Results indicated that: (1) teachers relied heavily on transactional writing; (2) most English teachers were teaching and assigning writing for a limited audience—the teacher—and for a limited purpose—to convey information; (3) in American schools, teachers across the curriculum emphasized expository writing with a focus on organizational

nization; and (4) American students were also writing for a limited audience—the teacher—who gave the final evaluation. (The survey instrument and four tables of data are attached.) (RS)

ED 331 095 CS 212 813

KaiKai, Regina E. KaiKai, Septimus M.

Publishing with Your Students.

Pub Date—Nov 90

Note—14p; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children's Literature, Higher Education, Learning Activities, *Student Attitudes, Surveys, Teacher Education, *Writing (Composition), Writing Assignments, *Writing for Publication, Writing Research
Identifiers—Student Surveys, Writing Development, *Writing for Children

A survey investigated students' attitudes towards the writing activities and experiences in a children's literature course in which students were required to develop, orally share, revise after peer collaboration, and submit for possible publication a folktale or modern fantasy story. Surveys were completed by 37 students enrolled in two classes. Results indicated that students almost unanimously "agreed" with each of the six statements about the process and activities involved in writing the folktale or modern fantasy story. About one-third of the students wrote a comment at the end of the questionnaire. These comments were very positive about the experience and many offered suggestions for improvement. The few negative comments expressed either the wish that the writing process had started earlier in the semester or noted that involvement in the publishing process was less than complete. Results of the survey indicated that students believed the activities of developing and sharing their writings cooperatively were valuable and positive experiences. (Thirty-two references are attached.) (MG)

ED 331 096 CS 212 814

Dienstfrey, Sherri R.

Creative Approaches to Teaching Shakespeare in High School.

Pub Date—[91]

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *English Instruction, High Schools, High School Students, *Learning Activities, *Literature Appreciation, Teaching Methods

Identifiers—Shakespeare (William)

William Shakespeare should be taught in high schools in an entertaining fashion so the high school student will appreciate his genius, keen insights, and talents. A strategy to accomplish this goal starts with simple material and progresses to the more difficult. Shakespeare's personal and historical background are presented in a short lecture, and summarized and reviewed in a game of "Jeopardy." Variations of the "Match Game" encourage students to complete reading assignments of the play they are studying, thus becoming familiar with its basic elements of plot and character. Viewing a live performance of the play is an ideal starting point for students learning to interpret and analyze critically Shakespeare's writing. Dramatization will bring out questions and various views regarding the play. In small groups, students can discuss and answer questions, employing application and analysis. Synthesis and evaluation of information is promoted when small groups are assigned roles to represent, and must respond to issues and provocative questions arising from discussion of the play. The "Meeting of the Minds" game presents this activity in panel discussion form. Interpretive assignments, such as varying the interpretation of mini-scenes from the play by moving its locale, also require synthesis and imagination from students. Two groups of students might each perform the same scene, but with different interpretations—the goal being not a polished performance but one that has been thoroughly considered. (SR)

ED 331 097 CS 212 815

Kinslow, Kenneth

Bibliographic Essay on the English-Language Sources Dealing with the Nineteenth-Century Russian Novel.

RIE SEP 1991

Pub Date—[91]

Note—24p.

Pub Type—Reference Materials - Bibliographies (131)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Literary Criticism, *Nineteenth Century Literature, *Reference Materials, *Research Tools, *Resource Materials, *Russian Literature
Identifiers—Historical Background, Literature in Translation

This essay presents English-language sources which deal with the nineteenth-century Russian novel. It discusses bibliographies; bibliographic indexes and other indexes; dissertations; histories; handbooks, dictionaries, and encyclopedias; and special studies. Twelve notes are included; a 32-item selected bibliography is attached. (SR)

ED 331 098 CS 507 412

Neff, Bonita Dostal

Public Relations Accreditation in the Throes of Change: Academics Suggest New Directions for Program Accreditation.

Pub Date—12 Apr 91

Note—14p; Paper presented at the Annual Meeting of the Central State Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Educational Change, Higher Education, *Journalism Education, *Mass Media, National Surveys, *Public Relations

Identifiers—Accrediting Council Educ Journalism Mass Commun, Curriculum Emphases, *Educational Issues, Public Relations Society of America
Public relations accreditation is granted by the national bodies of the Council of Postsecondary Accreditation (COPA) and the Department of Education to the Accreditation Council for Educators in Journalism and Mass Communication (ACEJMC). The privilege of accrediting public relations fell to a group in which journalism and mass communications were the primary departments developing public relations curriculum in the early years. More recently public relations programs have been rapidly developing in communication departments, while hostility between journalism and public relations has been intensifying. For the sake of survival, journalism departments have been holding on to public relations programs because of the need to retain student enrollment. As the credibility of accreditation grows, the pressure to be accredited has increased. The Public Relations Society of America (PRSA) responded to the interest in accreditation by establishing a certification program for public relations, a process which nearly duplicates the ACEJMC accreditation program. PRSA certification is tied to Public Relations Student Society of America (PRSSA) chapters and PRSA credentials for advisors, a move unwanted by most academics. Academics resent PRSA, a strong practitioners' group, dictating in academic realms. To resolve the situation, several areas of research and networking need to be pursued. (Author/SG)

ED 331 099 CS 507 424

Jalongo, Mary Renck

Strategies for Developing Children's Listening Skills. Fastback 314.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-314-X

Pub Date—91

Note—38p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$5.90; quantity discounts available).

Pub Type—Guides - Non-Classroom (055)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Elementary Secondary Education, *Listening, Listening Comprehension, Listening Habits, *Listening Skills, *Skill Development

Identifiers—Listening Strategies, Listening Theory
Listening is the language skill humans use most, and teaching children to listen better is an essential and long overdue task. Achieving this task demands three things from the adults who work with children: an understanding of the listening process, the implementation of research-based strategies for improving children's listening, and an appreciation for the changes that individuals need to make in themselves, in their homes, and in their schools. This

booklet contains the following eight sections: (1) Introduction; (2) Understanding the Listening Process; (3) Variables Affecting Listening Behavior; (4) Critical Listening Skills; (5) Strategies to Improve Children's Listening Skills; (6) Really Listening to Children; (7) Curricular Issues; and (8) Conclusion. Forty-nine references conclude the booklet. (SR)

ED 331 100 CS 507 425

Studdert-Kennedy, Michael, Ed.

Status Report on Speech Research, July-December 1990.

Haskins Labs., New Haven, Conn.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Inst. of Health (DHHS), Bethesda, MD.; Biomedical Research Support Grant Program; National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.; National Science Foundation, Washington, D.C.

Report No.—SR-103/104

Pub Date—Jul 90

Contract—NO1-HD-5-2910

Note—216p.; For previous report, see ED 325 897.

Pub Type—Collected Works - General (020)—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Articulation (Speech), Communication Research, Cross Cultural Studies, *Language Processing, Language Research, *Recall (Psychology), Speech Habits, *Vowels
Identifiers—Speech Perception, Speech Research, *Vocalization

One of a series of semiannual reports, this publication contains 13 articles which report the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. Articles and their authors are as follows: "The Role of Contrast in Limiting Vowel-to-Vowel Coarticulation in Different Languages" (Sharon Y. Manuel); "Anticipatory Velar Lowering: A Coproduction Account" (Fredericka Bell-Berti and Rena Arens Krakow); "Converging Sources of Evidence for Dissecting Articulatory Movements into Core Gestures" (Suzanne E. Boyce and others); "Rotation and Translation of the Jaw During Speech" (Jan Edwards and Katherine S. Harris); "Linguistic Structure and Articulatory Dynamics: A Cross Language Study" (Eric Vatikiotis-Bateson and J. A. Scott Kelso); "Gestural Specification Using Dynamically Defined Articulatory Structures" (Catherine P. Browman and Louis Goldstein); "Stimulus Order Effects in Vowel Discrimination" (Bruno H. Repp and Robert G. Crowder); "The Haskins Laboratories' Pulse Code Modulation (PCM) System" (D. H. Whalen and others); "Factors Contributing to Performance on Phoneme Awareness Tasks in School-Aged Children" (Anne E. Fowler); "Short-Term Serial Recall Performance by Good and Poor Readers of Chinese" (Nianqi Ren and Ignatius G. Mattingly); "Recall of Order Information by Deaf Signers: Phonetic Coding in Temporal Order Recall" (Vicki L. Hanson); "The Processing of Inflected Words" (Leonard Katz and others); and "Steady-State and Perturbed Rhythmic Movements: A Dynamical Analysis" (Bruce A. Kay and others). An appendix lists DTIC and ERIC numbers for publications in this series since 1970. (SR)

ED 331 101 CS 507 427

Chandler, Daniel Ross

The "New" Religions as Rhetorical Movements.

Pub Date—Nov 90

Note—45p; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

Pub Type—Speeches/Meeting Papers (150)—Historical Materials (060)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Awareness, Cultural Influences, Ethnology, *Interfaith Relations, *Mysticism, *Non Western Civilization, *Religion, Religious Differences, *Religious Factors, *Rhetorical Criticism, Rhetorical Theory, Western Civilization
Identifiers—*Religious Movements

This paper describes the sources or speakers of the "new religions" as contemporary rhetorical-communicative movements and discusses their public speaking and communicative behavior. Specifically, the paper focuses on the relationship between spirituality and communication within the teachings of the leaders who nurture these new religions. Using research questions proposed by Allan Eister, the paper presents interpretations of human existence,

describes how symbol-systems are employed, analyzes the eclectic and syncretistic elements within these movements, describes the charismatic qualities attributed to the teachers, and reports the particular practices that bind the participants within these distinctive movements. The paper examines three Eastern swamis (Vivekananda, Paramananda, and Yogananda). The paper also considers Western religious scholars, principally Robert Ellsworth, an academic who encouraged cross-cultural religious studies in U.S. universities. The paper argues that the convergence of Eastern and Western religions constitutes an epoch-making event and should prompt thoughtful dialogue, especially in the academy. (One hundred three endnotes are included.) (TD)

ED 331 102 CS 507 428

Oliver, R. Graham
The Radical Education Potential of a Concern for the "Hidden Things."

Pub Date—91

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991). Best copy available; some pages contain broken type.
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Environment, Educational Improvement, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Hidden Curriculum, Nonverbal Communication, School Responsibility, School Role, Socialization

Identifiers—Educational Issues

Educators must attend to complex and subtle possibilities for hidden learning and attempt to control them so as to mitigate harmful learning and promote educational benefit. Educators have always known that people learn from both the unnoticed and the noticed, and have attempted to shape unconscious experience. As education has become more of a science, however, the schools have tended to emphasize explicit and measurable objectives, thus reducing education to schooling. As only a portion of a learner's total experience can be gained in school and from explicit teaching, the restriction of education to the limited contribution of the school results in unrealistic burdens of responsibility being placed on the schools and their professionals. Jean Anyon's 1980 study of the "hidden curriculum" highlights the shift which must be made in the interest of educational control. It seems plain that any serious attempt to manipulate important conditions of experience would involve acting on the economic, political, and cultural factors of the social system itself, which are remote from the influence of schools and school professionals. The solution to the problems will not be the development of another dualism between schooling and non-schooling education to parallel that between hidden and unhidden curricula, but rather to develop educational theory with concepts which are independent of schooling discourse. This will enable schooling to be recognized as no more than one important and special case. (Eleven notes are included.) (PRA)

ED 331 103 CS 507 429

Epkamp, Kees P.
Theatre in Search of Social Change: The Relative Significance of Different Theatrical Approaches. CESO Paperback No. 7.

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—ISBN-90-6443-681-9

Pub Date—89

Note—199p; Translated by Corrie Donner, Greet Hooijmans, Jan Jacobs, and Carlo Scheldwachter.
Pub Type—Books (010) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Case Studies, Change Agents, Change Strategies, Community Development, Developing Nations, Developmental Programs, Educational Research, Foreign Countries, Popular Culture, Program Evaluation, Social Change, Theater Arts
Identifiers—Africa, Asia, Latin America, Theater for Development, Theater Research

This book investigates the educative role of theater in processes of social change and development, and considers how to evaluate the use of theater as a small-scale medium in realizing development projects based on a participatory or interventionist

model. The book is in three major parts. Following an introduction and an introductory chapter, the first part (The Historical Antecedents of Theater for Development) is concerned with the formation of theories which form the basis of the book's approach. Part 2 (From Traditional to Popular Theater: Historical Case Studies from Asia, Latin America and Africa) consists of a description of the historical development of theater as an educative medium in development processes in the Third World. Part 3 (Theater for Development: Performing Arts as Instruments of Intervention) presents a number of descriptions of theater used in clearly defined development projects. The book's 12 chapters are as follows: (1) Introduction; (2) Development and Change: People's Participation in Adult Education; (3) Popular Theater from a Social Scientific Point of View; (4) Popular Theater from an Educative Point of View; (5) Popular Theater from a Theater Historical Point of View; (6) Traditional Media for Publicity and Information Campaigns: Wayang Theater on Java and Bali; (7) Adult Education and Teatro Campesino in Latin America: Mexico as an Example; (8) African Universities Hit the Road: From Travelling Theater to Theater for Development; (9) Theatrical Forms: Puppeteers and Crooners Participating in Mass Campaigns; (10) Learning Approaches: Shifting from Sector Policy in National Campaigns to Target Group Policy in Local Development Projects; (11) Target Groups: NGOs and the Marginalized Rural and Urban Poor; and (12) Conclusions. Thirteen pages of notes and a 23-page bibliography are attached. (SR)

ED 331 104 CS 507 430

Ross, Susan Mallon

Classroom Communication Style in Higher Education: A Reformulation Based upon "Neo-constructivist" Theory.

Pub Date—Apr 90

Note—36p; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Communication, Classroom Research, Communication Research, Discourse Modes, Evaluation Methods, Higher Education, Instructional Improvement, Models, Research Methodology, Student Behavior, Teacher Behavior, Teacher Effectiveness, Teacher Student Relationship

Identifiers—Communication Styles, Constructivism

This paper suggests a new way to approach the study style in instructional communication. First, the paper reviews and critiques existing approaches to communication style research. Following that it is suggested that a fundamental limitation of existing approaches is that researchers have typically superimposed conventional criteria for teaching effectiveness and taxonomies of style upon teachers and students. Then, a basic outline for a constructivist approach to style in classroom communication is advanced. It is suggested that this paper is the first to adapt the concept of message design logics to extend the understanding of instructional communication, more specifically to understand how teachers' orientations to communication and their resultant behavior affects students development in the pursuit of educational goals. The paper offers the following preliminary taxonomy for teacher's and students' communication styles: (1) expressive teachers would strive for completeness and clarity in expressing course content; (2) conventional teachers would strive for cooperative classroom interaction guided by the rules, as of their discipline; (3) rhetorical teachers would seek to influence their students toward their course-related views of reality through coherent argumentation; (4) expressive students expect to learn what is taught and demonstrate learning by clearly and completely reproducing that material; (5) conventional students expect to learn and play a "game" with fixed rules and to do well by demonstrating that they can play by the rules; and (6) rhetorical students recognize the possibility of transcending or transforming conventional "games" through creative classroom communication. An 8-page bibliography is attached. (Author/TD)

ED 331 105 CS 507 431

Last, Ellen DeMuth, Robert J.
Classroom Activities in Listening and Speaking.

Bulletin No. 91337.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Mar 91

Note—274p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Class Activities, Communication Skills, Elementary Secondary Education, Instructional Effectiveness, Learning Activities, Listening Skills, Speech Communication, Speech Instruction, Speech Skills

This guide contains classroom activities designed to encourage effective listening and speaking instruction at all developmental levels. Called the Comprehensive Listening and Speaking Sequence (CLASS), the activities are developed in three parts. The pre-kindergarten through grade three sequence provides learning activities that may be used by either teachers or parents in school or non-school settings. The middle level sequence includes a variety of listening and speaking activities that may be integrated across the curriculum in grades four through eight, integrated in middle school English courses, or used as the primary focus of instruction in separate middle school courses in listening and speaking. The high school sequence is intended as a curriculum for a basic, required course on the essentials of listening and speaking. Overall, the sequence provides the basis for listening and speaking instruction throughout the school experience, to help students acquire and refine listening and speaking skills essential to everyday life. Each of the three parts of this sequence reflects a functional communication approach to curriculum design. Each one begins with an introductory unit stressing the communication process and the verbal and nonverbal delivery skills that undergird all messages. Each part then presents clusters of learning activities organized around the five communication functions, affective, ritualistic, imaginative, informative, and persuasive. While organized around communication functions, this guide nonetheless provides opportunities for students to initiate and receive a variety of messages involving differing audiences, media, contexts, and message forms. Thirty-two references and a 44-item annotated bibliography are attached. (MG)

ED 331 106 CS 507 432

Scott, James Calvert

Helping Students To Better Understand Business Subcultures: An Effective Way To Facilitate Cross-Cultural Business Communication.

Pub Date—91

Note—22p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Communication, Business Education, Class Activities, Cross Cultural Training, Cultural Awareness, Cultural Differences, Cultural Influences, Higher Education, Intercultural Communication, Teaching Methods

Identifiers—Communication Strategies, Organizational Culture

Although most business instructors acknowledge the desirability of having their students understand business subcultures, few of them develop such understanding in their classes. A nine-step instructional method was developed to remedy this situation. During step one the stage is set by discussing key culture-related concepts. During step two small groups of class members interpret selected business-related proverbs, maxims, and sayings and identify the underlying values and assumptions. During step three the small groups identify alternative values and assumptions from the perspective of one or more other business subcultures. Types of messages that are apt to be influenced when the values and assumptions identified in the preceding two steps are in conflict are identified during step four. At the beginning of step five, the small groups form one large group to share their deliberations and to record key information on the matrix outline that the instructor provides. During step six the instructor reviews key information about business subcultures. During step seven the students read and formulate responses to the questions that accompany a cross-cultural vignette. The students discuss the vignette-related questions in depth during step eight. During step nine the instructor presents useful generalizations about business subcultures. (Four exhibits are included.) (Author/MG)

ED 331 107 CS 507 433

RIE SEP 1991

Burns, Gary

Back to Bosstown.

Pub Date—28 Nov 91

Note—33p.; Paper presented at the Annual Meeting of the American Culture Association (San Antonio, TX, March 27-31, 1991). For a previous study, see ED 292 153.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bands (Music), Higher Education, Mass Media Use, Media Research, Musicians, *Popular Culture, Publicity, Research Methodology, *Rock Music

Identifiers—Media History, Music Ensembles, Popular Music

"Bosstown Sound" was a slogan used to promote several Boston (Massachusetts) rock bands in 1968. In theory, the Bosstown Sound was a logical development to follow the San Francisco "sound," which included the Grateful Dead, Jefferson Airplane, Moby Grape, and other Bay Area bands that had been commercially successful in 1967. However, Bosstown Sound was not a major commercial success; on the contrary, it became notorious as a failed hype. Whatever excitement the hype originally generated was over within a year. A surprisingly large volume of published materials about Bosstown exists, but it is in farflung places and often hard to locate. Existing archival materials allow for a brief description of the activities of 18 separate bands representing the Bosstown Sound. Future investigations will include interviewing members of these bands to clear up the enigmas in the puzzle that was Bosstown Sound and to contribute to the serious study of rock music. (Fourteen notes are included; a discography is attached.) (RS)

ED 331 108

CS 507 434

Shaughnessy, Michael F. Marquez, Michelle

Thirty Days and Thirty Ways towards Better

Public Speaking.

Pub Date—91

Note—20p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, *Communication Skills, Persuasive Discourse, Professional Development, *Public Speaking, *Skill Development, *Speeches, *Speech Instruction

Identifiers—Communication Strategies

The ability to speak in various public speaking situations is imperative for success in school, business, and industry. Aspects which improve public speaking skills include preparation, organization, paying attention to the "nuts and bolts" of the speaking situation, identifying the topic, using invigorating language, watching other public speakers, reading books on the topic, being energetic, using humor, keeping and maintaining the audience's attention, giving the right amount of information, using the voice well, using emphasis and visual aids, using good posture, assessing the scene, and using gestures. Also helpful are skills regarding talking to (not at) the audience, convincing them, dealing with problems, building rapport, using variety, dealing with interruptions or non-receptive audiences, asking for feedback from the audience, practicing the speech beforehand, organizing the notes, and dealing with questions. (SR)

ED 331 109

CS 507 435

Lagergren, Paul

Arsenic and Old Language: A Habermasian Anti-

dote for the Lethal Tobacco Ideology.

Pub Date—25 Jun 90

Note—44p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advertising, Communication Research, Consumer Education, Developing Nations, *Discourse Analysis, Health Promotion, *Persuasive Discourse, Rhetorical Criticism, *Rhetorical Theory, *Smoking, Substance Abuse, Tobacco

Identifiers—Advertising Effectiveness, Habermas (Jürgen), *Health Communication, Third World

The recent success of the United States antismoking movement has produced a marked decline in the U.S. smoking population. A study employed Jürgen Habermas' communicative competency theory to examine United States smoking controversy dis-

course and identify the most successful appeals of the antismoking movement. Analysis revealed that primary terms used in the discourse were misconceived in a sixteenth century pre-scientific conceptual field and, as external references, work to inconspicuously limit the discursive formation. (The word "smoking," for example, traces back to the 1500s and refers to a visual phenomenon taking place outside the body). Scientific progress of knowledge relocates the problem inside the body where addictive poisons disease the lungs. A process of post-scientific re-identification establishes these correct internal event descriptors. If these successful appeals can be intensified and employed in an educational context, an end to the Third World smoking epidemic may be hastened. (Six appendices including a proposal about smoking in public from the R.J. Reynolds Tobacco Company, excerpts from speeches, and an external event continuum are attached. A 45-item bibliography is also attached.) (Author/TD)

ED 331 110

CS 507 437

Nolker, Page Tyner, Kathleen

Teacher's Guide for Photographic Discourse: A Strategies for Media Literacy Guide for Understanding Photographs.

Pub Date—91

Note—7p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Analysis, *Critical Viewing, Discourse Analysis, Higher Education, Instructional Materials, *Photographs, *Photography, Secondary Education, Teaching Guides, Visual Literacy

Identifiers—Lange (Dorothea), Media Literacy

This guide is designed to promote discussion of any photograph with students, whether encountered in the classroom, in textbooks, or in other school materials. The guide contains a one-page handout which uses Dorothea Lange's photograph "White Angel Breadline" to discuss 10 photographic elements: aesthetic elements, punctum, title, photographer, ownership, intent, historical context, genre, emotion, and framing. The guide offers a handout presenting these same 10 elements for analysis, but with a blank space in which any photograph may be inserted. The teacher's guide to the handouts explains their use and presents an analysis of Lange's photograph. (SR)

ED 331 111

CS 507 438

Costanzo, Mark Archer, Dane

Teaching about Verbal and Nonverbal Communication: A New Approach.

Pub Date—Aug 90

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Cues, Higher Education, *Interpersonal Communication, *Nonverbal Communication, Speech Communication, *Speech Instruction, Teaching Methods, *Verbal Communication, *Videotape Recordings

Identifiers—Communication Behavior, Communication Channels

The encoding and decoding of verbal and nonverbal cues is basic to the process of social interaction. A method of teaching about verbal and nonverbal communication—the Interpersonal Perception Task (IPT)—consists of a videotape divided into 30 brief scenes. After each scene viewers answer an interpretive question by decoding the verbal and nonverbal cues present in the scene. Five categories of interaction are represented: deception, kinship, status, competition, and intimacy. Information is presented in all communication channels, and for each scene there is an objective criterion of accurate judgment. Several instructional uses of the IPT are designed to highlight the subtlety and complexity of communication cues, teach about specific cues to accuracy for the five types of interaction depicted, demonstrate the relative importance of communication channels, and help students understand the process of interpretation. (Eighteen references are attached.) (Author/SR)

ED 331 112

CS 507 439

Thomson, T. Dean

Teaching Empathic Listening within the Speech Curriculum.

Pub Date—Apr 90

Note—31p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Higher Education, *Interpersonal Communication, Listening, *Listening Skills, *Speech Communication, *Speech Curriculum, *Speech Instruction, *Speech Skills, Theory Practice Relationship

Identifiers—Carkhuff (Robert R), *Empathic Listening

Empathic listening is a specific category of listening in which people actively engage in dialogue at the affective level, with the listener attempting to understand and acknowledge the present feelings being experienced by the speaker. Since empathic listening is central to human communication processes, any speech communication curriculum which is thorough must at the very least include sections, units, and/or courses related to empathic listening. In such teaching, certain theoretical foundations should be established, including the entire transactional process, the nature of dialogic communication, the definition of empathic listening, basic information on the nature of feelings, empathic listening models, and Robert Carkhuff's dimensions of effective listening. Some of the major procedures to blend theory and skills are: (1) always keep the complete communication process/model in mind; (2) discuss feelings of self-consciousness in the early stages of practice; and (3) use an additive approach in practice sessions to develop progressively the component skills. In practicing these skills it is also important to build a "feeling word" vocabulary, begin practice with dyads and later increase group size, illustrate each Carkhuff component through specific exercises, and follow up each round of practice with a discussion of applications, difficulties, and insights. (Thirty-one notes are included and a selected Carkhuff bibliography is attached. Appendices contain a listening adaptation of Carkhuff Human Resources Development Model and a copy of the Empathy Scales.) (SR)

ED 331 113

CS 507 440

Boileau, Don M.

Teaching Observation by Being Observed Yourself.

Pub Date—28 Apr 91

Note—16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Classroom Communication, *Classroom Observation Techniques, Communication Skills, Higher Education, Observation, Observational Learning, Speech Communication, *Speech Instruction, Teacher Education, *Teacher Improvement, Teaching Methods

Identifiers—*Observation Techniques

An assignment was developed that requires each student in a communication class to observe the dynamic of classroom communication. In this way, both the students and the professor receive feedback about various communication roles both can take. Systematic observation systems can be defined as part of classificatory systems that record certain aspects of a classroom behavior as it occurs. Teaching systematic observation allows one to teach both method and content at the same time. The focus on communication allows the teacher to help prospective teachers learn about communication dynamics by analyzing actual data gained from systematic observation. Each student is required to observe the instructor and/or the class and make an oral report on the findings. The class and/or the instructor develops the question to be answered by the observation and the observation form to be used. Students are expected to recommend ways to improve the teaching/learning in the class in their reports. A typical list of observations over a semester includes: frequency of participation by each student, time of participation by each student, and the nature of each student's response in terms of content. The 10 activities given are valuable from two perspectives: a communication pattern can be improved, and students learn that a teacher can accept information from colleagues about improving instruction. Students can gain confidence in the critical process and become better prepared for asking others to observe

them, and can learn from these suggestions. (MG)

EA

ED 331 114

EA 022 345

Dahl, Rene Fukushima

Organizational Factors Affecting the Continuation of an Instructional Innovation for Heterogeneous Populations.

Pub Date—Mar 89

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Elementary Education, Instructional Innovation, *Limited English Speaking, *Mathematics, Minority Groups, *Principals, *Program Implementation, *Science Education, Thinking Skills, Underachievement

Identifiers—*California (San Francisco Bay Area)

This paper investigates the elementary school principal's role in helping to sustain implementation of a complex math and science program designed to foster the development of higher order thinking skills, particularly for language minority students. The study predicted a positive relationship between coordination and program continuation; if the principal organized conditions enabling teachers to implement a new and complex program, then the quality of what occurred in the classroom would be maintained over time. The innovation studied is a math and science curriculum called Finding Out/Descubrimiento (FO/D), boasting 17 physics and chemistry themes and 130 associated activities. The study was conducted in eight school districts of varying sizes in the San Francisco Bay Area (California). Data were collected using one classroom observation instrument and two questionnaires for principals and teachers, respectively. Findings showed little association between administrative coordination and the quality of program continuation after the first implementation year. One explanation could be the teachers' strong understanding of the program and delegation of authority, which might require less principal involvement. Also, teachers might require a different type of administrator support in subsequent years. Eight tables are appended. (18 references) (MLH)

ED 331 115

EA 022 653

Willis, David B.

International and Overseas Schools: A Research Synthesis and Bibliography.

Pub Date—[91]

Note—33p.

Pub Type—Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Interrelationships, Elementary Secondary Education, *Foreign Countries, Global Approach, *International Education, *International Studies, *Multicultural Education

The growing interest in school cultures and multicultural education can be expected to generate an increasing interest in international schools and their roles in informing truly responsive multicultural/international education. Information about such schools is provided in this bibliographic essay, in which a review of literature examines the ethnographic, historical, and cross-cultural approaches. A trend in recent literature has been the shift from the concept of the international school as an American subculture in a foreign country to the school as a unique transcultural institution with a special ethos. The recommendation is made for the development of a research strategy that integrates disparate strands of focus into a conceptual framework. The essay is followed by an extensive reference list of doctoral dissertations on international schools, related topics, and Department of Defense schools, and a general bibliography. (219 references) (LMI)

ED 331 116

EA 022 698

Kendy, John L. Finch, Aubrey M.

Implementing a Shared Decision-Making Structure: A Case Study.

Pub Date—Nov 90

Note—47p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November

11-13, 1990).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Case Studies, Educational Environment, *Educational Improvement, High Schools, *Leadership Styles, *Participative Decision Making, *Principals, School Based Management, *School Effectiveness, Teacher Administrator Relationship, Teacher Attitudes

Identifiers—*Georgia

Ways in which a high school principal implemented a shared decision-making structure into his school are described in this case study. Two research questions are explored: the identification of the principal's school improvement agenda; and how he improved his school. Methodology involved interviews with the principal and teachers, as well as administration of a school norm checklist to teachers. The survey response rate for all four case studies was 91 percent. The principal's perceptions of his school improvement strategies were characterized by two themes: judicious decision making; and gradual implementation of teacher participation in decision making. Teachers' perceptions of their principal's strategies were congruent with his stated agenda in the following areas: high standards for students and teachers; emphasis on instructional time; shared decision making; and professional development. Three tables and two figures are included. (24 references) (LMI)

ED 331 117

EA 022 736

The Annie E. Casey Foundation's New Futures Initiative: Strategic Planning Guide. (Revised).

Center for the Study of Social Policy, Washington, DC.

Spons Agency—Annie E. Casey Foundation, Greenwich, CT.

Pub Date—Apr 88

Note—312p.

Pub Type—Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Developmental Studies Programs, Dropout Characteristics, *Dropout Prevention, Elementary Secondary Education, Futures (of Society), *High Risk Students, High Schools, High School Students, Incentives, Positive Reinforcement, *Potential Dropouts, Pregnant Students, Remedial Programs, *Special Needs Students, Transitional Programs, Youth Employment, Youth Opportunities, *Youth Programs

Information in this guide is based on published research concerning effective strategies in dealing with at-risk youth. It was written for those communities invited to develop proposals under the Annie E. Casey Foundation's New Futures Initiative in an attempt to alleviate problems that compromise American children's futures. Each of three chapters is divided into four subsections. Chapter 1 gives an overview of national measures and trends of at-risk youth, describing and analyzing local problems as well as assessing current community problems. Two figures identify measures to describe local problems and outline sample programs and policies. In chapter 2, effective approaches for improving achievement and reducing dropouts, preventing teen pregnancies, finding youth employment, and creating a case management system are described. Chapter 3 delineates the community planning process, lead agency designation, data requirements and goal setting, and budget development in the new futures process. Figures 1, 2, and 3 define dropouts, graduates, and tell how to calculate average daily attendance. Four appendices give program descriptions and contact information about education reform and dropout prevention (21 sources), teenage pregnancy prevention (13 sources), youth employment (9 sources), and youth case management (3 sources). Three papers are included: (1) "The Role of Child Care in the New Futures Initiative" (Ready, Bucher, Escobedo, and Vendig); (2) "The Role of Incentives in Programs to Help At-Risk Youth" (Meyer); and (3) "New Futures State Policy Paper" (Powell). (EJS)

ED 331 118

EA 022 739

White, William D.

Year-Round Schools from Beginning to End.

Pub Date—Feb 91

Note—14p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (San Diego, CA, February 9-14, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cost Effectiveness, *Educational Benefits, *Educational Innovation, Elementary Secondary Education, Public Schools, *Suburban Schools, *Year Round Schools

Identifiers—*Jefferson County School District CO

No other educational innovation in the United States has as much potential for saving money for improving education as year-round school programs. The 14-year experience of Jefferson County, Colorado, had generated a cost savings of \$87.7 million in bonded indebtedness when the multitrac program was terminated in 1988. District leaders were dismayed by the unreported savings in operating costs that became apparent when all the new schools necessary for operating a traditional 9-month operation were constructed and opened. This paper explains the rationale for the original year-round program, charts savings in construction costs during the experiment, and discusses cost reductions for staff and services that went unacknowledged when preparing the annual budget during the multitrac period. When returning to the 9-month program, many unforeseen problems arose, including a textbook shortage, increased operating costs, a need for unanticipated flat grants, staff phase-in costs, and a contract negotiations impasse due to an increasing budget crisis. No one knows exactly how much was saved by Jefferson County's year-round program, because such records were not kept. Although the year-round education movement is growing throughout the nation, it is unlikely to return to Jefferson County unless the legislature offers some incentive for change. (MLH)

ED 331 119

EA 022 741

Vornberg, James A.

Student Activities Programs: Their Status and the Impact of the Reform Movement.

Pub Date—Dec 90

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Educational Change, Excellence in Education, *Extracurricular Activities, Program Implementation, *School Activities, Secondary Education, Secondary Schools, *Student Participation

Identifiers—*Participation Rates

Research studies have consistently indicated that participation in school activities benefits both students and schools. Since the school reform movement began in 1983, the importance of school activities and student time commitment to such programs are increasingly being scrutinized. This paper summarizes a study to determine: (1) the current state of student activities in the secondary schools; (2) the educational reform movement's effect on such activities; (3) problems presently affecting these programs; and (4) future directions. A questionnaire mailed to randomly selected high school principals in the United States requested responses from either the principal or the director of student activities. There was a 39 percent usable response rate. The schools with responding administrators were representative of all types of schools and of all geographical areas. Results show that student activities continue to play an important role in secondary school programs. Schools offer from 10 to 50 activities, depending on size. Participation usually requires a 2.0 grade point average. Major problems included financing, student apathy, sponsor availability, and lost academic time. The reform movement's impact on activities was minimal. Future participation will probably decrease due to academic demands, the importance of jobs for students, financing difficulties, and increased demands on teachers. (5 references) (MLH)

ED 331 120

EA 022 791

Teacher Compensation.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

Pub Date—Jan 91

Note—71p.

Available from—Publications, Office of the Legislative Auditor, 122 Veterans' Service Building, St. Paul, MN 55155 (free, 5-copy limit).

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Salary Wage Differentials, *State Action, Statistical Analysis, *Teacher Salaries, *Teacher Supply and Demand

Identifiers—*Minnesota

Minnesota state policy makers are concerned about teacher compensation because it constitutes a major category of state and local spending and can affect education results. This report examines compensation issues by describing the pay structure of Minnesota's K-12 public school teachers, making pay comparisons with other professionals, and examining teacher supply and demand. During the 1988-89 school year, the average compensation for Minnesota teachers was \$38,400, including \$31,233 in salary and \$7,167 in fringe benefits. Pay comparisons indicate that teacher pay is competitive with pay in most other professional and managerial occupations. Various measures of teacher supply and demand indicate that teaching is competitive with most other occupations. However, only one-fourth of teacher graduates from Minnesota colleges find full-time teaching jobs in Minnesota. The state's schools receive an average of 44 applications per job openings. School administrators surveyed reported little difficulty in finding well-qualified applicants for most types of teacher positions. Only 17 percent of districts with science openings reported a recruitment problem. Teaching positions in specialized fields (special education, counseling, and foreign language) experienced the most recruiting difficulty. Targeted pay increases for these specialty areas might be an effective strategy. (MLH)

ED 331 121 EA 022 797

Duttweiler, Patricia Cloud. Mutchler, Sue Ellen. Organizing the Educational System for Excellence: Harnessing the Energy of People.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—400-86-0008

Note—166p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavior Patterns, *Change Strategies, Elementary Secondary Education, *Excellence in Education, *Participative Decision Making, *Resistance to Change, *School Based Management, *School Restructuring

Aimed at central office administrators, school board members, staff developers, and state-level policy makers, this document is about restructuring the educational system and the two most prevalent restructuring strategies—school-based management and shared decision making. The document attempts to create awareness of the current system's problems, discuss the promises and realities of site-based management, present the results of a survey examining shared decision-making, offer recommendations, and suggest helpful resources. Section 1 discusses the rationale for restructuring the system, highlighting changes in demography, the economy, and the value system. Section 2 discusses school-based management, presenting the strategy's promise and reality in three areas: increasing teacher expertise; increasing parent involvement; and increasing school effectiveness and student academic outcomes. The third section identifies the barriers to changing traditional behavior and the types of training programs needed. Section 4 recommends that: (1) school sites and districts effect a transformation of authority; (2) a systemwide culture supporting collegiality be developed; (3) professional development be provided; and (4) the entire educational system demonstrate commitment to shared decision making. Section 5 offers various resources to help practitioners develop strategies. Appendices contain a list of survey respondents, a survey summary, numerous charts, and a directory of training resources and programs. (131 references) (MLH)

ED 331 122 EA 022 811

Toddle, Charles

Evaluation of West Court High School, 1989-90.

Pub Date—Sep 90

Note—30p; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 1990).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Problems, *Discipline Problems, *Educational Assessment, Educational Environment, *Educational Improvement, Educational Objectives, High Schools, Instructional Leadership, *School Effectiveness, Sociometric Techniques, Teacher Ex-

pectations of Students, Work Environment

Identifiers—*Louisiana
Reporting on a study designed to evaluate West Court High School (WCHS, a pseudonym) in Louisiana, this document discusses quantitative and qualitative aspects of the study; the development of interview protocols for the administrators, teachers, students, and parents who participated; and the sociograms developed to assess the interaction patterns among faculty and administrators. A description of study results explores the nature, resolution, and consequences of problems identified at the school. Related school effectiveness factors are described: (1) lack of clarity on educational goals; (2) low expectations regarding academic achievement; (3) inconsistently applied school practices; and (4) inadequate instructional leadership. A sociogram analysis precedes a section on study conclusions that discusses seven factors in school effectiveness literature related to WCHS problems and offers recommendations for school improvement. Last, a context analysis mentions difficulties encountered in sampling former parents and former students. Included are seven tables and one figure. (22 references) (CLA)

ED 331 123 EA 022 824

Professional Certified Staff Listing.

South Carolina State Dept. of Education, Columbia.

Pub Date—Jan 91

Note—15p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Occupational Information, *Professional Personnel, *State Boards of Education, *State Legislation

Identifiers—*Certified Staff, *South Carolina

To meet the requirements under the South Carolina Education Finance Act, the Education Improvement Act, and the School Laws of South Carolina, the State Department of Education is required to catalog all professional personnel. The primary purpose of this publication is to catalog all professional staff employed by a district to: (1) update personnel files as to credit for total years of experience in education; (2) calculate teacher salary supplements under the Education Improvement Act of 1984; and (3) collect information for the Assessments of Performance in Teaching system. Following an overview of staff listing distributions, detailed instructions are provided for coding and recording staff information. Appendices provide position codes for professional instruction-oriented personnel, a full-time employment conversion table, and a sample recording sheet. (MLH)

ED 331 124 EA 022 825

Greater Expectations: Raising Standards, Forming Partnerships, and Accounting for Student Learning.

Report to State Board of Education/State Superintendent of Public Instruction from Education and Economics Task Force.

Wyoming State Dept. of Education, Cheyenne.

Pub Date—Nov 89

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Change, *Educational Improvement, Educational Philosophy, Elementary Secondary Education, Excellence in Education, School Effectiveness, *School Restructuring

Identifiers—*Wyoming

Education needs to change to ensure individual success and survival as well as retain the United States' position in the world. Expectations must be raised for students, teachers, parents, school boards, administrators, and the public at large. Partnerships are essential among school boards, staffs, businesses, students, parents, communities, and human resource agencies. All partners must be held accountable for students learning a common core of knowledge, skills, and attitudes. Students should be given individual growth plans and performance standards. Early developmental and latch key programs should be provided for families. Teachers should be carefully selected, regularly assessed, and rewarded or removed if evaluation and development fail to lead to successful goal completion. District boards and administrators should adopt policies that make clear and help achieve expected standards of performance. A common core of knowledge, attitudes, and skills that all students will be required to learn should be adopted by the state board and superintendent. The legislature should

ask for student performance documentation and adequately fund endorsed standards. Partnerships should be made between businesses and schools to accomplish specific and mutual outcomes. Annual report cards should be given to the community, which makes its views known and assists in accomplishing school goals. (8 References) (EJS)

ED 331 125 EA 022 827

Annual Financial Report, 1988-1989.

South Carolina State Dept. of Education, Columbia.

Pub Date—Mar 90

Note—502p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Bookkeeping, *Educational Finance, Elementary Secondary Education, Expenditures, *Financial Audits, Financial Policy, Financial Services, Income, Money Management, *School Accounting

Identifiers—*South Carolina

Public education financial data obtained from South Carolina local school district audits and the State Department of Education for fiscal year 1988-89 are provided in a standardized format. Caution is recommended when comparing financial data in this report with earlier years as several reporting changes were incorporated that are not comparable with previous data collections. Ten tables outline data: (1) Sources of Revenue for Public Education; (2) Current Expenditures per Pupil in Average Daily Membership; (3) Total Expenditures for Public Education; (4) Funds Expended Directly by the State Department of Education for Public Schools; (5) Current Operating Expenditures as Reported by School Districts; (6) Statement of Revenues (by district); (7) Statement of Expenditures (by district); (8) Assessed Valuation per Pupil in ADM and Mills Levied; (9) Value of New Buildings Completed During 1988-89; (10) Bonds Issued During 1988-89 and Bonds Outstanding as of June 30, 1989. (EJS)

ED 331 126 EA 022 836

Smey-Richman, Barbara Barkley, William W.

School Climate Resource Document: Resources, Strategies, and Programs for Low-Achieving Students.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 90

Contract—400-86-0003

Note—133p.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decentralization, Discipline, *Educational Change, *Educational Environment, Elementary Secondary Education, Interprofessional Relationship, *Low Achievement, Parent Participation, Parent School Relationship, School Based Management, School Choice, School Community Relationship, School Effectiveness, *School Restructuring, *Student School Relationship

After reviewing definitions of school climate with emphasis on the four dimensions of school climate described by Tagiuri (1968), this document examines factors within Tagiuri's school culture and social system dimensions as manifested in the climate of average elementary and secondary schools and as they affect low achievers. Variables examined include clear goals and core values, expectations for academic success, order and discipline, student-school relationships, professional staff relationships, and parent-school relationships. Following a summary of findings related to these variables, reasons for school restructuring are discussed, and five categories of restructuring approaches are explored: (1) decentralizing authority through school-based management and parental choice; (2) developing new roles and relationships for teachers; (3) creating accountability systems; (4) changing curriculum content and process; and (5) developing school-community partnerships. Conclusions on restructuring efforts are followed by a section describing educational programs such as the Accelerated Schools Program (ASP), Comer's School Development Program (SSP), The Creating a New Approach to Learning Project (Project CANAL), Mastery in Learning Project, Outcome-Driven Development Model (ODDM), RE: Learning, and the Stay in School Program (SSP) that positively influence school climate for low-achieving students. (295 references) (CLA)

ED 331 127 EA 022 845

Site-Based Management. ERS Information Aids.
Educational Research Service, Arlington, Va.
Pub Date—91
Note—16p.

Available from—Publication Sales, Educational Research Service, 1000 Clarendon Blvd., Arlington, VA 22201 (\$12.00; \$2.50 postage and handling on prepaid orders; actual postage and handling added to billed orders).

Pub Type—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, *Centralization, *Decentralization, *Educational Change, Elementary Secondary Education, *School Based Management

Although many school districts eagerly embrace site-based management to resolve some fundamental problems facing education, it is wise to consider what effects this decentralization can realistically have. Since procedures vary from school to school, the literature cannot yet furnish guidelines for ensuring a particular program's success. To help educators comprehend the implications of decentralized management, this publication provides a definition and rationale for school-based management, discusses its relationship to educational reform, and outlines variations in programs, including changes to be expected at various organizational levels. Also explained are major obstacles to site-based management programs, such as adaptation to changing roles and relationships, unclear differentiation of authority, unrealistic expectations, lack of training, insufficient superintendent or school board support, inadequate resources, and lack of participation. The success of site-based management implementation efforts depends on a school's internal context or culture. Despite the high expectations for site-based management, few hard data exist concerning its actual impact on students and teachers or its program costs and benefits. Districts also experience great difficulty in balancing school autonomy with centralized assessment of process and outcomes. More experimentation, research, and time are needed before the real potential of site-based management can be determined. (7 references) (MLH)

ED 331 128 EA 022 850

Seberg, Vilma
Literacy in China: Cultural Tradition and Educational Policy: A Proposal.

Pub Date—Apr 91

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Some small print may not reproduce adequately in paper copy.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chinese Culture, Cultural Background, Cultural Context, Cultural Influences, Cultural Traits, Educational Attitudes, *Educational Policy, Elementary Secondary Education, Literacy, *Literacy Education, Path Analysis, *Sociocultural Patterns

Identifiers—*China

After discussing the mediating effect of cultural tradition on perceived objective reality and the need for a model that constructs paths from cultural factors to social behavior, this document describes a path model developed as a result of an investigation of two human resource development policy paradigms that were enforced alternately between 1949 and 1979 in the Peoples Republic of China. The role of the Confucian educational tradition is explored as the persistent independent factor that acted as an incentive for participation in education during the years of the study. Next, study findings regarding changes in educational participation during literacy campaigns and in the literacy rate of the school-age population over 30-year period are analyzed. The moderate policy direction, identified as similar to the Confucian educational ideology, is shown to have resulted in higher literacy attainment than that attained under the radical policy that is seen as contradictory to the Confucian educational tradition. Last, the importance of further path models that would show the relationship between cultural tradition and social demand for education is discussed. (CLA)

ED 331 129 EA 022 856

Keedy, John L. Bivens, Les

Using the Case Study Approach To Identify School Improvement Practices; Implications for Collaborative Partnerships.

Pub Date—Mar 91

Note—49p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991). Some light print may not reproduce adequately in paper copy.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Case Studies, Educational Environment, *Educational Improvement, High Schools, Institutional Cooperation, Institutional Mission, *Leadership Styles, *Principals, *School Effectiveness, *Teacher Administrator Relationship, Teacher Attitudes

Identifiers—*Georgia

A collaborative effort between a high school principal and researcher to identify a successful principal's school improvement agenda and practices is described in this report of one of four case studies. Methodology involved in-depth interviews with the principal and surveys of 10 teachers to compare their perceptions of teacher/principal relationship norms and their principal's school improvement agenda with the principal's expressed strategies. The principal's goals in this case study were to improve student discipline, communication, school-community relations, and school pride. Aspiring to become the district superintendent, he used an authoritarian administrative style to vigorously market his public high school to an upperclass, private school-oriented community. Findings indicate an overall agreement of teachers' perceptions of school norms and the principal's agenda with the principal's school improvement plan. Two tables and one figure are included. (33 references) (LMI)

ED 331 130 EA 022 857

Keedy, John L.

A Strategy To Develop Teacher Leadership for School Restructuring: Teacher Collegial Groups.

Pub Date—Mar 91

Note—26p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Case Studies, *Collegiality, Elementary Secondary Education, *Organizational Change, *Professional Development, Qualitative Research, *Resistance to Change, *School Restructuring, *Teacher Participation

Identifiers—*School Culture

Schooling has long reflected a bureaucratized, assembly line organization. The National Governors' Association has advocated a systematic restructuring of schools to increase student learning. This paper has four goals: (1) to define school restructuring; (2) to suggest how principals, teachers, and students may forge new relationships; (3) to suggest teacher collegial groups (TCGs) as an effective strategy for principals desiring to help staff assume challenging professional roles; and (4) to share some positive and some problematic results of a 2-year school site experiment with TCGs. Data collected through participant observation, focused interviewing, and questionnaires were analyzed, using qualitative case study techniques. Year 1 results showed that teachers improved their instruction through their TCG participation, although they had some difficulty formulating year-long foci and identifying game plans. In the second year, foci and game plans were subjected to content analysis; findings indicate that contrived collegiality might have occurred. Organizational cultures encouraging the norms of collegiality and experimentation may be difficult to institutionalize in schools. Further teacher collegiality research is needed. (13 references) (MLH)

ED 331 131 EA 022 859

Proficiencies for Principals. Elementary & Middle Schools. Revised.

National Association of Elementary School Principals, Alexandria, VA.

Pub Date—91

Note—64p.; For a related document, see ED 272 972.

Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 (\$19.95 plus \$2.50 postage and handling).

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

tionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Education, *Administrator Evaluation, *Administrator Qualifications, Administrator Responsibility, *Administrator Role, Elementary Education, Evaluation Criteria, Instructional Leadership, *Leadership Responsibility, Management Development, Middle Schools, Prerequisites, *Principals, Professional Development, Self Evaluation (Individuals)

Identifiers—Midwest School Studies

Recognizing the principal's role as the single most important factor in determining school effectiveness in the crucial early years of children's education, this document discusses four prerequisites for success as a school leader and thoroughly outlines elements of proficiency in the principalship. Specific leadership capabilities and characteristics related to leadership behavior, communication skills, and group processes are described; specific supervisory proficiencies related to curriculum, instruction, performance, and evaluation are detailed; and administrative or management proficiencies in the organizational, fiscal, and political aspects of educational management are outlined. Appended are a self-evaluation tool designed to help principals assess and reflect on their current standing within each proficiency area previously cited and a six-step professional growth plan. (CLA)

ED 331 132 EA 022 861

Lawson, John H.

Conflict between School Board Members and Superintendents of Schools.

Pub Date—[91]

Note—14p.; Tables may not reproduce adequately in paper copy.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board Administrator Relationship, Board of Education Role, *Boards of Education, *Conflict Resolution, Cooperation, Elementary Secondary Education, *Job Satisfaction, Labor Turnover, Superintendents

Conflict between school board members and superintendents that impacts the school district climate is discussed in this overview of related research. A review of recent studies points to a national trend in increased administrator turnover, strained administrator-school board relations, and a shrinking pool of job applicants. A conclusion is that although conflict is inherent in the educational system, educators and administrators must assign high priority to the retention of competent superintendents and recruitment of newcomers. Three tables summarize the data. (LMI)

ED 331 133 EA 022 862

Purchasing. School Business Management Handbook Number 5.

New York State Education Dept., Albany.

Pub Date—[90]

Note—57p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Principles, *Administrator Responsibility, Elementary Secondary Education, *Ethics, *Purchasing, *School Administration

Identifiers—*New York

Purchasing, one of the most highly specialized activities in school administration, involves securing material or service in the right quantity and quality, at the right time, and for the right price. This handbook, intended as a guide for purchasing agents, details principles essential for operating a school purchasing office in New York State. The first chapter explains steps in the purchasing function, and the second chapter discusses the relationship of purchasing to other school functions, such as educational services, the finance department, accounting, the building or maintenance department, and the legal department. Chapter 3 details purchasing procedures, and chapter 4 treats the rudiments of competitive purchasing. Chapter 5 covers purchasing through agencies other than vendors, and the final chapter discusses purchasing forms, records, and recommendations. A glossary of terms is included, along with 12 appendices providing a sample position description, a sample appointment resolution, an outline of the requisition procedure, and numerous other sample forms. An index is also provided. (MLH)

ED 331 134 EA 022 863

Silverman, Bob. Ed. Gorsuch, Marjorie

A Status Report: Curriculum, Instruction, and Assessment in Alaska School Districts, 1990-91. A Status Report. With Supplementary Information about Interdisciplinary Education in Alaska School Districts.

Alaska State Dept. of Education, Juneau.

Pub Date—91

Note—65p.

Available from—Publications, Office of Basic Education, Alaska Department of Education, P.O. Box F, Juneau, AK 99811-0500 (\$8.00 plus 10 percent postage).

Pub Type—Reports—General (140)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Curriculum, Curriculum Guides, *Educational Assessment, Elementary Secondary Education, Evaluation, Evaluation Needs, *Graduation Requirements, *Instructional Effectiveness, Interdisciplinary Approach, Problems, *Public Schools, *School Districts, State Surveys, *Student Evaluation

Identifiers—*Alaska

This document reports responses from Alaska's 54 school districts to a Department of Education survey on curriculum, instruction, and assessment. The first section provides general information about the school districts' responses in those three areas, including information on curriculum guides, graduation requirements, student assessment programs, and district compliance with planning and evaluation components of curriculum regulations. District responses to specific questions dealing with state curriculum regulations and the curriculum review cycle are displayed, and a second section features information on the targeted area of interdisciplinary education. Appended (the bulk of the document) is information on the elementary and secondary curricula; graduation requirements; tests used; compliance with regulation requirements; curriculum review cycles; perceived curriculum, instructional, and assessment strengths and needs; interdisciplinary initiatives; resources needed; practices; and obstacles in each district as well as district and Department of Education contacts and information on the MERITS program. (CLA)

ED 331 135 **EA 022 865**

State Issues 91: A Survey of Priority Issues for State Legislatures.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-55516-980-5

Pub Date—Jan 91

Note—124p.

Available from—Publications, National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202 (Stock No. 9335; \$65.00).

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Early Childhood Education, Economic Development, Educational Planning, Elementary Secondary Education, Environmental Standards, Financial Policy, Futures (of Society), Health Needs, Higher Education, Labor, Law Enforcement, *Local Issues, *Needs Assessment, Social Planning, State Government, State Surveys, *Statewide Planning, Transportation

In September 1990, The National Conference of State Legislatures surveyed legislatures in 49 states, Puerto Rico, and the District of Columbia to identify priority issues for the 1991 sessions. After a brief introduction, this document presents survey results in a separate section for each of the 18 topic areas that, together, encompass almost 1,000 issues: (1) agriculture; (2) arts; (3) children, youth, and families; (4) commerce and banking; (5) economic development; (6) education; (7) elderly; (8) electric utilities; (9) energy; (10) environment and natural resources; (11) fiscal; (12) health care; (13) labor; (14) law enforcement and criminal justice; (15) liability and insurance; (16) state government; (17) telecommunications; and (18) transportation. Each section contains an introduction to the issues, a chart highlighting the national pattern of issue priorities, and a table that gives state-by-state issue priorities, the national priority ranking of major issues in that section, and, for each issue, the number of states ranking that issue among their top priorities for 1991. Appended are a list of the State Coordinators and a sample questionnaire. (CLA)

ED 331 136 **EA 022 870**

Jefferson, Anne L.

Provincial School Finance Plans: Their Recognition of the Equity Principle.

RIE SEP 1991

Pub Date—Mar 91

Note—19p; Paper presented at the Annual Meeting of the American Educational Finance Association (Williamsburg, VA, March 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Equity (Finance), *Educational Finance, *Educational History, Elementary Secondary Education, Foreign Countries, *Government Role, Higher Education, *State Aid

Identifiers—*Canada

Over the years, the financial support given for operating Canadian schools has shifted from a community-based burden to a legislated provincial government responsibility. Between 1816 and 1846, the school system moved from a clerical operation to a publicly controlled operation. Provincial government monies were then made available, although not necessarily based on need. Since support varied, there was an unevenness in funds received by different communities. After 1850, the government guaranteed local communities a "reasonably constant assistance." In 1901, the North West Territories began making school system grants vary inversely to assessable land value. Other provinces subsequently reformed their grant structure. The remainder of this report reviews education finance history for all Canadian provinces from the 1930s to the present, highlighting varied allocation emphases. As this analysis shows, the equity principle has been interpreted in different, yet similar ways across the provinces. The difference lies mainly in the mechanics, not necessarily the variables used. Teacher salaries and instruction levels offered received most consideration in earlier years. The differential treatment between elementary and secondary schools, with the latter receiving preferential grants, motivated local school boards to implement a curriculum giving more children the opportunity to access higher education. Today, these variables have largely been replaced by per pupil expenditure as an equity divisor. (3 references) (MLH)

ED 331 137 **EA 022 871**

Baker, Geraldine

Parent Satisfaction with Year-Round and Traditional School Calendars in Conroe Independent School District.

Pub Date—Dec 90

Note—98p.

Pub Type—Tests/Questionnaires (160) — Dissertations/Theses — Masters Theses (042)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Grade 6, Intermediate Grades, *Parent Attitudes, *Parent School Relationship, *Program Attitudes, Program Evaluation, Questionnaires, Retention (Psychology), School Effectiveness, School Organization, School Schedules, *Student Experience, *Year Round Schools

Identifiers—*Conroe Independent School District TX

Questionnaires were mailed to parents of the 55 sixth graders in the 1988-89 year-round school pilot program in Conroe Independent School District in Texas and to those of sixth graders on the district's traditional calendar to determine parent perceptions and satisfaction regarding the year-round school calendar. The document also reviews the historical background of year-round schooling, summarizes 10 studies on parent attitudes toward year-round schooling, and describes the methodology for the current study. Parent perceptions of the effect of year-round and traditional school calendars are grouped into four categories: (1) family schedules, school-related activities, and student attendance; (2) student grades, achievement, homework, discipline, and enjoyment of school; (3) parent-school communication; and (4) student learning retention. Next, the "grades" parents assigned to their children's schools are reviewed along with parents' choices for future programs and their reasons for choosing the year-round school. A final section summarizes study findings and offers recommendations for repetition of the study and for further research. Included are 25 tables and 12 graphs as well as the Spanish and English versions of the letter of transmittal and school calendar parent survey. (35 references) (CLA)

ED 331 138 **EA 022 872**

Upperman, James E.

Regional Collaboration To Combat Substance Abuse: A Local Success Story.

Pub Date—Mar 91

Note—18p; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Community Cooperation, Community Involvement, Elementary Secondary Education, Group Activities, Information Dissemination, Organizational Effectiveness, *Prevention, *Program Development, Program Effectiveness, Program Evaluation, *Substance Abuse

This paper provides information on a substance abuse prevention effort called the Commonwealth Alliance for Drug Rehabilitation and Education (CADRE). After a discussion of the origins of CADRE, five steps taken by CADRE in its substance abuse prevention efforts are described, beginning with organizational establishment. The identification and involvement of key leaders are explored in terms of diversity of leadership, meaningful roles, bylaws, and standard operating procedures. Next, avenues for increasing formal community awareness are described: (1) the PRIDE National Survey; (2) videos and local cablevision; (3) newsletters and print media; (4) outside resource personnel; (5) established civic groups and organizations; and (6) the regional conference and annual meeting. After a description of momentum building activities, a section on evaluation describes the use of surveys and self-evaluation and the establishment of annual goals. Last, information on project staffing and management, program initiation and community involvement activities, problems created by regional collaboration, and success measurement is provided. (CLA)

ED 331 139 **EA 022 873**

Sperry, David J.

The Imposition of Automatic Grade and Credit Reductions for Violations of School Attendance and Disciplinary Rules: Analysis and Implications for Practice.

Pub Date—Aug 90

Note—36p; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Probation, *Attendance, *Court Litigation, Discipline, *Discipline Policy, Discipline Problems, Elementary Secondary Education, *Grades (Scholastic), In School Suspension, Legal Problems, Sanctions, State Courts, Student Rights, *Truancy

Cases related to school policies that mandate or lead to automatic grade and/or credit reduction are reviewed in this study. Standard legal research methods were used to analyze 14 appellate and state court cases, which were categorized according to the type of sanction invoked: student suspension for violation of a disciplinary rule; automatic loss of grade points and/or credits for excessive absences; and direct treatment of unexcused absences. Findings indicate that courts are hesitant to intervene in the judgments of school officials, despite sympathy for students' rights. Recommendations for development of school discipline policies include: (1) recognition of the controversial nature of such discipline policies; (2) adoption of a policy statement that clarifies the meaning of academic grades; (3) avoidance of conflict with state statutes, particularly those protecting the practice of religious beliefs; and (4) consideration of legislative enactments and/or local school board regulation as alternative measures. (48 notes) (LMI)

ED 331 140 **EA 022 874**

Campbell, Kathleen Taylor

The Influence of Cognitive Style on Information Preferences among School Principals.

Pub Date—Jan 91

Note—42p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrators, Cognitive Processes, *Cognitive Structures, *Cognitive Style, *Cognitive Tests, Elementary Secondary Education, Information Dissemination, *Principals

One principal's criterion for proper decision-making information may be much different from that of

another. Information providers need to decide what constitutes relevant information when communicating to decision-makers. Fifty-three principals and 11 assistant principals were administered two indicator tests to investigate the relationship between Jungian-based cognitive styles and preferences in information types. The first test categorized participants into four decision-making styles: sensing/thinking (40.6 percent); sensing/feeling (26.6 percent); intuition/thinking (17.2 percent); and intuition/feeling (15.6 percent). No clearly dominant information style preference emerged. Disseminators of information should provide a variety of styles and forms of information to schools. Three findings warrant future research: patterns of cognitive style and information preference; evidence that the thinking/feeling personality dimension exerts a strong influence on information preference; and test scenarios that elicited response patterns different from the norm suggest that context may have an influence on information preferences independent of cognitive style. Data are appended in 16 tables. (37 references) (EJS)

ED 331 141 EA 022 875

Logiudice, Angelo J.
Some Effects on Beliefs about Work Performance of Administrators of Different Sex, Sexual Preference and Administrative Locust.

Pub Date—Feb 91

Note—53p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 16, 1991). Appendixes (the greater part of the document) contain "filled" type. Tables in Appendix C contain small, faint type.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Characteristics, *Attitude Measures, Beliefs, Disclosure, Elementary Secondary Education, *Homosexuality, Individual Characteristics, Q Methodology, *Sex Differences, Sex Role, *Sex Stereotypes, Work Environment

Identifiers—*Sexual Orientation

This document reports on a study in which 96 administrators, 4 authorities, 5 experts, and 16 individuals were sampled to isolate and identify some typologies of belief that administrators may have toward gay people in the workplace and to see how those typologies are affected by sex, sexual preference, and worksetting. A detailed description of the Q methodology used in the study is followed by four general findings: (1) some gay people were not as open as expected toward disclosure regarding their beliefs toward gay people in the workplace; (2) both straight and lesbian females were more open to disclosure on gay rights issues in the workplace; (3) some antigay sentiment among some administrators' beliefs was found in both gay and straight respondents; (4) business and academic administrators had positive attitudes toward gay people, although some remained homophobic. Practical and theoretical implications of the study conclude the document. Appended are a master list of Q-sort item statements used and 27 tables. (CLA)

ED 331 142 EA 022 876

Jones, Toni Griego
School District Personnel Describe One Example of Effective Change Implementation.

Pub Date—Apr 90

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, *Change Strategies, *Educational Attitudes, *Educational Change, Elementary Secondary Education, Limited English Speaking, Organizational Change, Program Attitudes, Program Implementation, Public Schools, Role Perception, School Districts, Staff Utilization, *Urban Schools

Three large urban school districts located in the Midwest, Southwest, and West Coast regions were involved in a study designed to reveal district personnel's perceptions of change within their school district. After describing the study, this document analyzes perceptions of change related to one district's new bilingual program that was identified by district respondents as an example of effective district-wide change. Following a description of the school district, direct quotes from study participants reveal their perceptions of change in the district.

Their positive impressions of the bilingual program implementation are discussed, and elements identified as crucial to the implementation process are presented: (1) intensive and ongoing staff development; (2) use of classroom teachers as trainers and nationally recognized experts; (3) rotation of teachers in supervisory positions; (4) specific and detailed guidelines in each area of district implementation; (5) visible and strongly stated support from the superintendent; and (6) organizational modifications to existing practices. Additional factors perceived as important to the positive impressions of the program implementation are discussed, and implications of study results for bilingual education program implementation are suggested. (17 references) (CLA)

ED 331 143 EA 022 877

Dean, Audrey
The Attendance Board: An Alternative to Taking Truancy to Court.

Pub Date—Apr 90

Note—16p.

Pub Type—Reports—Descriptive (141)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attendance, Attendance Officers, Compulsory Education, Court Litigation, Elementary Secondary Education, Foreign Countries, Pupil Personnel Services, *School Attendance Legislation, School Policy, *Truancy

Identifiers—*Alberta

In recent years, provincial laws in Alberta, Canada, have required children of certain ages to attend school. A legal issue related to attendance that is seldom addressed in provincial legislation is the definition of nonattendance. Many jurisdictions in the United States offer statutory definitions of truancy that range from 3 to 10 days' absence without valid excuse. Knowledge about causes of truancy is key to determining its treatment. Approaches to truancy include seeing nonattendance as a result of maladjustment and viewing the school itself as an explanation. The Attendance Board of Alberta is made up of community members, professionals, school staff, and others to provide a team approach to truancy and a caring alternative to the court system. The board has power to issue orders with the force of a court order to (among other things) direct students to attend school and impose fines on parents. Fair hearings are ensured by certain procedural requirements, such as a written notice of the hearing served to the student's parents and a notice of every order and its reasons sent to everyone substantially affected by it. (35 References) (EJS)

ED 331 144 EA 022 878

The Governor's Creativity Schools Initiative. First Year Report 1989-1990.

Colorado Governor's Office, Denver. Policy Academy Team.

Pub Date—90

Note—51p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, *Educational Change, *Educational Improvement, *Educational Innovation, Educational Trends, Elementary Secondary Education, Excellence in Education, *School Restructuring

Identifiers—*Colorado

Technological and economic changes throughout the world as well as social and demographic trends at home have overshadowed efforts from schools to deliver on the promise of education. The Creativity Schools Initiative encourages a rethinking of schools' mission, design, schedule, structure, and instructional approaches as a fundamental first step in restructuring. Monetary grants of \$5,000 were given to 25 schools selected through a competitive process to implement new programs and approaches. The First Year Report for 1989-90 introduces the 25 Creativity Initiative Schools and lists the projects proposed by all of the 350 schools that applied to be part of the program. Names, addresses, and phone numbers for additional information on each project are given. (EJS)

ED 331 145 EA 022 881

Kaufman, Melvin E. Center, David B.
Discipline Problems in a State's Secondary Schools Reported by Principals and Assistant Principals.

Pub Date—[89]

Note—16p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Assistant Principals, *Behavior Problems, Discipline, *Discipline Problems, Principals, *Proctoring, Secondary Education, *Secondary School Students, Student Behavior

Identifiers—Georgia

Questions that can be posed concerning the present state of affairs in limiting or preventing disciplinary problems include: Have there been significant changes in disciplinary problems over the past three decades? Are problems more or less severe than reported in the recent past? Are there patterns of discipline problems related to demographic variables such as size, geographic location, and minority percentage? and Do principals and assistant principals view various problems in different ways? A random sample of 500 secondary school administrators in Georgia was sent a list of 27 disciplinary problems and a questionnaire about problems in their school. Each of the 292 respondents ranked the five most common and five most serious disciplinary problems. With several exceptions, the most common problems (disruptive behavior, tardiness, defiance of authority, problem behavior on buses, and fighting) were also the most serious. Administrators view some problems as more common and more serious than drug or alcohol abuse. A large percentage of assistant principals viewed problems such as alcohol and drug abuse as more serious than principals did. Schools having minority percentages above and below 50 percent differed little in their levels of discipline problems. The results suggest that the nature of disciplinary problems has been changing over the past three decades. There is a shift in the direction of a greater concern over direct physical or verbal expressions of aggression than in earlier surveys. Two tables of discipline problem rankings are included. (7 References) (EJS)

ED 331 146 EA 022 885

Visions and Beliefs: Strategic Options Initiative.

Conference Edition.

Colorado State Dept. of Education, Denver.

Pub Date—Apr 90

Note—18p; Prepared by the Strategic Options Steering Committee

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, *Educational Change, Elementary Secondary Education, *School Restructuring, *State Action, *Vision

Identifiers—*Colorado

The Colorado Strategic Options Initiative promotes the restructuring and redesign of education to enable all schools and communities to meet all students' and citizens' needs in the future. The concept of restructuring education may be seen as part of an evolutionary process from the 20th century industrial, assembly-line model to the eventual emergence of learning communities. The second section of this publication outlines several interrelated strategic components essential to restructured schooling, including school-centered decision making and accountability, personal sense of belonging, flexible use of time and space, integrated core curriculum, and changed roles for students and teachers. Section 3 enumerates shared beliefs about restructuring. Section 4 presents a vision for the 21st century, specifying context; beliefs and assumptions; learning principles; learner goals; instruction and learning modalities; curriculum and program; structure, organization, and facilities; and evaluation and accountability. Section 5 provides background information for the initiative, characterizing it as a grass roots, self-help effort and supplying a chronology of committee actions. The publication lists members of the Strategic Options Steering Committee and provides a bibliography of 15 references. (MLH)

ED 331 147 EA 022 886

Drug Testing and Searches in Public Schools: A Legal Analysis.

Minnesota House of Representatives, St. Paul. Research Dept.

Pub Date—Sep 89

Note—14p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Constitutional Law, *Court Litigation, *Drug Use Testing, Educational Legislation, Elementary Secondary Education, Government School Relationship, *Public Schools, *School Law, *Search and Seizure, Student Rights

Identifiers—*Fourth Amendment

This document examines the Fourth Amendment as the source of search and seizure law; drug testing of school employees; and drug testing searches of students. The United States Supreme Court case that established the two-part test to determine the legality of a student search is discussed, three separate student drug testing programs that have been challenged in court are described, and the reliability of urinalysis to determine substance use is reviewed. (CLA)

ED 331 148**EA 022 887***Crispeels, Janet And Others***Home and School, Partners in Student Success: A Handbook for Principals and Staff.**

San Diego City Schools, CA. Community Relations and Integration Services Div.

Pub Date—Sep 90

Note—67p.; Cover title varies slightly.

Available from—Parent Involvement Department, San Diego City Schools, 4100 Normal Street, Room 2109, San Diego, CA 92103 (\$10.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, *Administrator Role, Board of Education Policy, Change Strategies, Educational Finance, Educational Responsibility, Elementary Secondary Education, *Parent Influence, *Parent Participation, Parents as Teachers, *Parent School Relationship, *Parent Teacher Cooperation, Participative Decision Making, School Responsibility, Teacher Responsibility

After reviewing the San Diego (California) City Schools Board of Education policy on parent involvement and outlining responsibilities of principals, teachers, and school support staff regarding parent involvement, this document summarizes the benefits of parent involvement for students, parents, and teachers as indicated by related research and describes five types of parent involvement. Emphasizing the principal's role in promoting home-school collaboration, this document lists assumptions that hinder or facilitate such collaboration and offers suggestions for creating a vision of greater parent involvement. Five categories of strategies for implementing home-school partnerships at the elementary, middle, and high school levels are presented, with specific goals, examples, and expected outcomes provided for each. Actions to include or avoid when involving parents are listed, and numerous solutions are described for each of five problems encountered in home-school collaboration. Last, a five-step planning process for developing home-school partnerships is described, and financial support for parent involvement is discussed. Appended is a Home-School Partnership Planner consisting of Vision Worksheets, assessment forms, communication checklists, and a Parent Involvement Component Planning Sheet. (CLA)

ED 331 149**EA 022 888****An Access Printout on Public School Choice: From National Policy to Local Programs.**

National Committee for Citizens in Education, Columbia, MD. ACCESS, The Information Clearinghouse about Public Schools.

Spons Agency—Edward John Noble Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—Jan 91

Note—96p.; Publication support also provided by a grant from The Island Fund.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Policy, Educational Trends, Elementary Secondary Education, Futures (of Society), Local Issues, *Parent School Relationship, *Politics of Education, *Public Schools, *School Choice, State Action

Annotations of 82 articles and 32 reports, books, and studies related to public school choice are grouped under: (1) sources from a national perspective; (2) sources from a state perspective; (3) local choice plans; and (4) material useful to parents. Several annotations include information on ordering documents, and six contacts for further information are provided. (CLA)

ED 331 150**EA 022 893***Stronge, James H. Helm, Virginia M.***Evaluating Professional Support Personnel in Edu-**

RIE SEP 1991

cation.

Report No.—ISBN-0-8039-3675-3

Pub Date—91

Note—297p.

Available from—Corwin Press, Inc., P.O. Box 2526, Newbury Park, CA 91319 (\$19.95).

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Employee Responsibility, Evaluation Criteria, *Evaluation Methods, Evaluation Utilization, Interprofessional Relationship, Job Performance, Legal Responsibility, Needs Assessment, Organizational Communication, *Personnel Evaluation, *School Personnel, Standards

Identifiers—*Support Personnel

After emphasizing the need for a system for evaluating professional support personnel (i.e., counselors, school psychologists, social workers, school nurses, deans of students, librarians, work-study supervisors, directors of curriculum, content specialists) and reviewing the past and present nature of evaluation in education, this document introduces the conceptual framework for a six-step evaluation method and discusses building a sound evaluation model and the nature and bases for the model presented. Also analyzed are the central role of communication in the evaluation model; the application, systematic nature, and potential difficulties of the model; multifaceted data collection; and adherence to personnel evaluation standards. Six sections are devoted to the explanation and analysis of each step in the model: (1) identify system needs; (2) relate program expectations to job responsibilities; (3) select performance indicators; (4) set standards for job performance; (5) document job performance; and (6) evaluate performance. Information on decision making, the evaluation methodology, due process requirements, the evaluation of standards, sources of documentation, the evaluation conference, and legal considerations is included, and a list of references follows each section of the document. Appended are lists of sample performance indicators related to job responsibilities of student service personnel, instructional support personnel, and academic program personnel. (CLA)

ED 331 151**EA 022 894***Brown, Rexford G.***Schools of Thought: How the Politics of Literacy Shape Thinking in the Classroom. The Jossey-Bass Education Series.**

Report No.—ISBN-1-55542-314-0

Pub Date—91

Note—311p.

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA, 94104 (\$24.95 plus state sales tax where applicable).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Environment, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Literacy, *Politics of Education, *Program Development, Rural American Indians, Rural Education, School Restructuring, State Action, *Thinking Skills, Urban Education

Identifiers—*Ontario (Toronto), Pittsburgh School District PA

The new literacy goes beyond the requirements for a high school diploma, including capacities once demanded only of a privileged, college-bound elite. This book concerns this new, higher literacy and whether current educational restructuring efforts are likely to foster such literacy in all students. The study used informal interviewing techniques and examined classrooms for evidence of nine general climate indicators conducive to a literacy of thoughtfulness. The first chapters focus on rural America, especially the Deep South, where teachers are educating children to leave their communities. The third chapter describes education on an Indian reservation, where the colonial model is waning. Chapter 4 describes the conflicts and contradictions in a troubled, but typical urban school district unintentionally engaged in undermining literacy efforts. Chapter 5 broadens the notion of "policy environment" and describes the contributions of a governor, a legislature, a state school board, and a district judge. Chapter 6 describes a Pittsburgh, Pennsylvania, school district that is addressing serious problems in positive ways. The next chapter describes the Toronto (Ontario, Canada) School District, where the most advanced form of literacy thought-

fulness is occurring. Chapter 7 tells how local and provincial policies sustain this literacy, and chapter 8 sums up findings from all the schools, districts, states, and Canadian provinces visited. The book contains an index and a bibliography of 214 references. (MLH)

ED 331 152**EA 022 898***Lumsden, Linda S.***The Role of Schools in Sexual Abuse Prevention and Intervention. ERIC Digest Series Number 61.**

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-91-3

Pub Date—May 91

Contract—R188062004

Note—3p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; \$2.50 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, *Child Health, Child Neglect, Early Intervention, Elementary Secondary Education, Family Environment, *Family School Relationship, Incest, *Prevention, *School Role, *Sexual Abuse, Social Services, Teacher Role

Identifiers—ERIC Digests

The role of the school in the prevention of and intervention in child sexual abuse is examined in this digest. Information is provided on factors that affect recognition and reporting by school personnel; potential indicators of child sexual abuse, both behavioral and physical; issues related to allegations involving school employees; the effectiveness of prevention programs; and ways of collaborating with social service agencies. A conclusion is that the school is part of a prevention plan at only one level; the ultimate challenge lies in confronting the social attitudes and conditions that foster or tolerate child sexual abuse. (14 references) (LMI)

ED 331 153**EA 022 899***Bowers, Bruce***Teacher Involvement in Curriculum Development.**

ERIC Clearinghouse on Educational Management, Eugene, Ore.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—OERI-R188062004

Note—5p.

Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 (\$2.50; quantity discounts).

Journal Cit—Research Roundup; v7 n3 Spr 1991

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Design, *Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, *Instructional Development, *Participative Decision Making, Teacher Attitudes, Teacher Influence, Teacher Motivation, *Teacher Participation

Four recent journal articles and one meeting paper on teacher involvement in curriculum development are summarized in this research bulletin. Contents include "Motivating Teacher Involvement in Professional Growth Activities," by Ruth Wright; "Teacher Participation in Curriculum Development: What Status Does It Have?" by Jean Young; "The Locus of Curriculum Decision Making and Teachers' Perceptions of Their Own Attitudes and Behaviors Toward Curriculum Planning," by Richard Kimpston and Douglas Anderson; "The Supportiveness of the Principal in School-based Curriculum Development," by Laurie Brady; and "Curriculum Change from the Grass Roots," by David Martin and Philip Saif. Ruth Wright concludes that the most powerful motivators for teachers are intrinsic rather than extrinsic; seeing the results of their input is a significant reward. Jean Young also found that teachers involved in their own schools' curriculum plans were the most committed. That teachers are more responsive to district-level curriculum decision-making is the conclusion of the Kimpston and Anderson study. Other factors for

successful teacher-influenced curriculum development include preparation for a long-term process and the vital importance of principal support, factors identified by Martin and Saif, and Brady, respectively. (LMI)

ED 331 154 EA 022 901

Graham, Michael W. Ruhl, Max
Superintendents Respond to School Choice.
Pub Date—Feb 91

Note—10p; Paper presented at the Annual Meeting of the American Association of College Teachers of Education (Atlanta, GA, February 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Educational Innovation, Educational Vouchers, Elementary Secondary Education, *Nontraditional Education, Public Schools, *School Choice, *School Restructuring, State Action, *State Legislation, *Superintendents

School choice legislation initiatives and their impact on school choice at the local level are compared in this survey of over 1,000 superintendents in Minnesota, Iowa, and Arkansas. Provisions of state statutes for school choice implementation in Arkansas, Iowa, Minnesota, and Nebraska are briefly described. Survey findings indicate that school choice legislation has had little effect on enrollment or district funding and that a slight majority favor school choice implementation. An irony is that the superintendents expressed values similar to those held by opponents of school choice, agreeing that choice is another name for educational vouchers and that it encourages recruiting. Two tables are included. (LMI)

ED 331 155 EA 022 905

Rogers, Martha Davis, Joan
Women of Substance.
Pub Date—Mar 91

Note—21p; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Qualifications, *Administrator Responsibility, *Administrator Role, *Boards of Education, *Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), Foreign Countries, Higher Education, Intermediate Administrative Units, Leadership Training, Mentors, Professional Development, Sex Discrimination, Sexual Harassment, *Superintendents, *Women Administrators

Identifiers—Ontario
This paper is organized as a dialogue between two female administrators, the superintendent of program and the superintendent of operations, from the Wellington County Board of Education in southwestern Ontario, Canada. After describing Wellington County and the organizational structure of the school board, the superintendents describe the nature of their positions, including departments and programs for which they are responsible and specific duties they perform. Next, both women explain their early school experiences, their educational and professional goals, and the sequence of events and positions that led them to the superintendency, with mention throughout of instances of sexual harassment and sex discrimination. After reviewing the changing roles and opportunities for women in administration, the presenters discuss the realities of the superintendency and offer suggestions for coping with domestic and professional responsibilities to women aspiring to that position. Last, essential traits of administrators such as political acumen and common sense are examined, the importance of leadership development programs is discussed, and ideas for helping women move into higher level administrative positions in education are presented. (CLA)

ED 331 156 EA 022 907

Richardson, M. D. And Others
The Kentucky Supervisor: A Research Profile.
Pub Date—[90]

Note—42p.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Instructional Improvement, *Instructional Leadership, Leadership Responsibility, *School Super-

vision, *Supervisors, Supervisory Training, Teacher Administrator Relationship, *Teacher Supervision

Identifiers—Kentucky

With the advent of educational reform, the functions of educational supervisors have changed dramatically. Supervision is a long-term, continuous process designed to assist teachers in providing learning opportunities for students and improve the instructional program. Teachers constantly report that they receive their primary help from other teachers and are highly critical of the amount and quality of assistance they receive from instructional leaders. The Kentucky Supervisor's Questionnaire (KAQ) was administered to the total population (184) of the state's instructional supervisors to develop a demographic profile. The 104 respondents viewed lack of time as a serious impediment to effective supervising and were basically satisfied with both inservice training and current certification standards. Recommendations included defining the role of instructional supervisor more carefully and getting started with preparing the next generation of supervisors immediately. Demographic data are provided in 27 tables. (15 references) (EJS)

ED 331 157 EA 022 910

Hough, David L.

Middle Level Organization—A Curriculum Policy

Analysis.

Pub Date—Mar 91

Note—63p; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (Orlando, FL, March 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Philosophy, *Elementary School Curriculum, *English Curriculum, Intermediate Grades, Junior High Schools, *Language Arts, *Middle Schools, Organizational Climate, *School Organization, Teacher Attitudes, Teacher Characteristics, *Writing Instruction

The relationship of the middle-level writing curriculum to four influences on English language arts teachers' writing practices and instructional programs are explored in this report. The four variables include school organizational structure, philosophical commitment to middle-school programs, policy structure, and teacher characteristics. The research focuses on three questions: the type of middle-grade writing curriculum and instruction; program differences among school organizational types; and the relationship among organizational school type, philosophical commitment to programs, and teacher characteristics. A survey questionnaire was developed to gather data on teacher characteristics, the writing curriculum, school programs, and pertinent policies. Personal interviews, document analysis, focus groups, and field testing were used to develop the survey instrument. The questionnaire was administered to a random stratified sample of counselors, principals, and teachers in 300 schools with four grade-span configurations: K-8; 6-8; 7-8; and 7-9. The total school response rate was 59 percent, or 178 responses. Findings indicate that middle-grades writing curriculum is most frequently a part of the core curriculum. Significant differences among school grade-span types regarding the level of program implementation are influenced by the level of philosophical commitment; as school grade spans include lower-lower-grade levels, the level of commitment to the program increases. A conceptual model of latent variables that impact the middle-level writing curriculum-teacher characteristics, philosophical commitment, writing curriculum, policy, and school grade-span organization is developed. Sixteen tables and six figures are included. (53 references) (LMI)

ED 331 158 EA 022 912

Biddle, Elizabeth

Comprehensive Health in the Public Schools.

National School Boards Association, Alexandria, VA. Educational Policies Service.

Pub Date—Mar 91

Note—9p.

Journal Cit.—Updating School Board Policies; v22 n2 p1-6 Mar 1991

Pub Type—Collected Works—Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Health Education, *Health Programs, Information Sources, Problems, Program Descriptions,

*Program Development, *Public Schools, *School Health Services, School Safety

A preview of an upcoming National School Boards Association (NSBA) publication on comprehensive school health programs explores 4 components of school health programs: (1) board policy; (2) classroom instruction; (3) health services; and (4) healthy school environments. Descriptions of successful school health programs at Frontier Central School District in Hamburg, New York, and at Jefferson County Public Schools in Louisville, New York, are given, and obstacles related to teacher training, community and administrator support, program evaluation development, and the availability of resources are examined. A separate section offers 12 recommendations from the "Journal of School Health" for effective health management in schools at the local level, information on a guide and Comprehensive School Health Survey Database being developed by NSBA, and a contact for additional information on the database. (CLA)

ED 331 159 EA 022 914

Richardson, M. D. Prickett, R. L.

A Comprehensive Evaluation of Kentucky's Beginning Principal Intern Program.

Pub Date—Apr 91

Note—68p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, *Administrator Education, Elementary Secondary Education, Field Experience Programs, Internship Programs, *Management Development, *Principals, Professional Education

Identifiers—Kentucky

In 1985 the Kentucky General Assembly passed a comprehensive educational reform package including provisions for the Kentucky Beginning Principal's Intern Program (KBPIP). Evaluating the KBPIP involved three phases: identification of research goals, objectives, and data collection instruments; collection of data from participants; and dissemination of data and results. Thirty-six first-year intern principals were interviewed to gather data regarding the intern principal, the strengths and weaknesses of the committee structure, and the program's impact on the intern principal, and to develop comparative data for future planning. Preliminary findings indicate that the KBPIP is a successful program as perceived by both intern principals and committee members. Recommendations include mandatory training sessions for committee members and required internships for all new principals and assistant principals. Forty-two tables delineate demographic variables of respondents and their answers to survey questions. (EJS)

ED 331 160 EA 022 918

Toews, Jim Barker, Diane Murray

The Baz Attack: A School Improvement Experience Utilizing Effective Schools Research, 1981-1985.

Calgary Board of Education (Alberta).

Pub Date—85

Note—36p; Photographs will reproduce poorly.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, Committees, Educational Environment, *Educational Improvement, Foreign Countries, Junior High Schools, Needs Assessment, Participative Decision Making, Program Design, Program Effectiveness, Program Evaluation, *Program Implementation, School Effectiveness

Identifiers—Alberta, *Effective Schools Project

After describing the programs and staff at Ian Bazalgette Junior High School in Calgary, Canada, this document reviews the problems at the school in 1979 that led to the implementation of the Effective Schools Program. A review of literature related to effective schools precedes an explanation of seven school effectiveness factors adopted by the Process Team at Bazalgette. Development of a goal-oriented decision-making process designed to implement the Effective Schools Program is explored with emphasis on changing attitudes of teachers, the key role of the principal, and the development of a Faculty Council, Internal Monitoring Committee, and working committees that focused on the effectiveness factors. Next, the External Monitoring Committee and the evaluation process it used during the program's first year are described as well as the

program outcomes identified by the committee, suggestions offered, and reasons given by the principal for the program's success. Separate descriptions of the second, third, and fourth years of the program emphasize the actions of effectiveness factor committees organized each fall and the observations of the monitoring committees. A final section summarizes changes brought about by the program. Appended is a list of staff members involved. (9 references) (CLA)

ED 331 161 EA 022 919

Peppard, Judy. Rottier, Jerry.
The Middle Level Grades in Wisconsin: Where We Are; Where We Need To Be. Bulletin No. 92160. Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—90

Note—67p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum, *Educational Change, Educational Methods, *Educational Practices, Extracurricular Activities, Institutional Characteristics, Instructional Systems, Interdisciplinary Approach, Intermediate Grades, *Junior High Schools, *Middle Schools, Organizational Change, Preadolescents, School Counseling, *School Restructuring, School Surveys, Student Characteristics

Identifiers—*Wisconsin

To determine the extent of changes being implemented in the middle grades in Wisconsin school districts, 532 surveys were mailed to Wisconsin middle level schools that include grades 7 and 8; the return rate was 81 percent. After reviewing the development and content of the survey, this document relates survey findings to the eight principles of comprehensive middle schools found in "Turning Points: Preparing American Youth for the 21st Century" (Carnegie Council of Adolescent Development) and to a ninth principle derived from related literature. A table and description of survey results is presented for each of 35 aspects of middle-level schools grouped under the following six topics: (1) leadership and organizational strategies; (2) advisor-advisee programs; (3) instructional strategies; (4) curriculum; (5) student activities; and (6) other middle-level topics. A list of characteristics is given for each of the nine principles of the ideal middle school, and a final section offers six strategies for implementation of middle-level school change. Appended are the actual survey used, a glossary, and a section on the physical, emotional, social, and intellectual characteristics of middle-grade students. (24 references) (CLA)

ED 331 162 EA 022 920

Watte, Duncan.
Supervisors' Talk: Conversation Analysis and Ethnography of Supervisory Conferences.

Pub Date—4 Apr 91

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Conferences, *Discourse Modes, Elementary Secondary Education, Ethnography, Interaction Process Analysis, *Interpersonal Communication, *Language Patterns, Language Usage, Oral Language, Sociolinguistics, Speech Communication, *Supervisors, *Verbal Communication

This report describes a "culturally contextualized" conversation analysis approach to the study of naturally occurring speech in supervisory conferences. The supervisors and teachers were participants in a graduate program for beginning teachers, and the conference's purpose was supervisory evaluation of teachers' classroom performances. Ethnographic techniques and conversational analysis involved taped recordings and descriptive accounts of six teacher/supervisor conferences, followed by transcriptions and taped debriefing sessions with the supervisors. Conversation analysis showed how discourse and interaction patterns mitigate criticism and demonstrate the conference expectation of supervisory evaluation, the supervisory freedom to use teacher "data" and control the sequences and topics of talk, and the "embedded" nature of the conferences. (36 notes) (LMI)

ED 331 163 EA 022 921

Henderson, Janet C.

RIE SEP 1991

The Relationship between Teachers' Personality Factors and Their Compliance with Administrative Directives.

Pub Date—Nov 90

Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Psychology), Elementary Secondary Education, Leadership Qualities, Leadership Styles, Organizational Objectives, *Personality Traits, Principals, *Supervisory Methods, *Teacher Administrator Relationship, *Teacher Characteristics, Teacher Motivation

Identifiers—*Mississippi

The relationship between teachers' personality factors and their willingness to comply with administrative directives is examined in this report. A random sample of 200 elementary school teachers in Mississippi received mailed questionnaires, of which 158, or 79 percent, responded. Survey instruments included the Wilkes and Blackburn Zones of Indifference Instrument, which uses the concept of "zones of indifference" to describe the extent to which an individual will accept administrative directives, and Cattell's 16 Personality Factor Questionnaire. The Pearson product-moment correlation and stepwise multiple regression were used to analyze the data. Findings indicate that teachers most likely to comply with administrator-determined policy directives were characterized by trust, tender-mindedness, and shrewdness. Overall, teachers who were sober, conscientious, trusting, and tender-minded were more likely to comply with both teacher- and administrator-determined policy. An implication is that principals should consider teacher personality differences when formulating policy directives. Six tables are included. (8 references) (LMI)

ED 331 164 EA 022 922

Smith, Dennis L. And Others.
Impact of School Based Decision Making on School Climate.

Pub Date—5 Apr 91

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Environment, *Educational Improvement, Elementary Secondary Education, Instructional Leadership, Parent Participation, *Participative Decision Making, Program Evaluation, Program Implementation, *School Based Management, School Community Relationship, Student Attitudes, Teacher Administrator Relationship

Identifiers—*Memphis City Schools TN

School Based Decision Making (SBDM) was implemented in two secondary, two junior high, and three elementary schools in the Memphis City School System in Tennessee during the 1989-90 school year. The implementation process of that first year and the roles of the persons involved are discussed as well as the use of the Tennessee School Climate Inventory (TSCI) to monitor the effect of SBDM on the following dimensions of school climate: (1) order; (2) leadership; (3) environment; (4) involvement; (5) instruction; (6) expectations; and (7) collaboration. Twenty questions related to personnel relationships, student dimensions, school community relationships, the instructional program, and the school environment were added to the inventory, and staff were asked to rate 10 items related to the implementation of SBDM. Results are presented in two tables. (10 references) (CLA)

ED 331 165 EA 022 923

Clabaugh, Gary K.
Examining the Costs of the Restructuring Crusade.

Pub Date—Apr 91

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, Educational Assessment, *Educational Change, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Excellence in Education, Resource Allocation, School Effectiveness,

***School Restructuring**

Americans are solemn about schooling but seldom serious. School reformers routinely announce lofty goals but they seldom offer resources. These goals are counterproductive because expectations are created with little or no possibility of realization. Certainly, nonschool factors are relevant to educational reform, which cannot be properly planned for without analyzing all of its potential costs. To examine any reform act hatched since 1985 for seriousness, ask questions such as: Are goals stated in unambiguous language? Are actual organizational complexities considered? And are all tasks for implementation outlined? It is not just school reform, but schooling in general and teacher education that are also afflicted by this chronic lack of seriousness. (9 References) (EJS)

ED 331 166 EA 022 928

Wirt, Frederick M.
Forgetting History: 19th Century Decentralization of Education and Police.

Pub Date—Apr 91

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decentralization, *Educational History, Elementary Secondary Education, Governance, Ideology, Law Enforcement, *Organizational Development, Police, *Policy Formation, *Politics of Education, Power Structure, *Public Service, Resource Allocation, School Restructuring, Social Control, Values

Although the current educational restructuring movement in the United States may be designed to improve schooling, it is also a political reform designed to shift the locus of authority over allocation of this service. This political theme is developed in the context of the historical shift from decentralized to centralized delivery of urban public services, including schooling, that was brought about by 19th century reforms. A discussion of the value basis of public policy concludes that value conflict is inherent in all democratic policy making and that value satisfaction requires distinctive forms of organization for proper implementation. A sketch of the value-organization linkage of the period up to 1900 of two contrasting urban services—police and education—illustrates how policy services manage two basic organizational problems: the interface of delivery of services and control. The historical analysis concludes that the provision of either service moved from the private and fragmented to the public and decentralized, and finally, to an integrated, professionalized, and centralized organizational structure. A conclusion is that reform success came at the expense of the formerly decentralized system and created public acceptance of the myth of being apolitical. An implication is that the current school-based management trend will be affected by the organization itself, not without some negative consequences. One table is included. (46 references) (LMI)

ED 331 167 EA 022 929

Theobald, Neil D. Hanna, Faith.
Ample Provision for Whom? The Impact of School Finance Reform on Adequacy and Equity in Washington.

Pub Date—Apr 91

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Equalization Aid, *Finance Reform, Resource Allocation, *School District Spending, State Action, State Legislation, *State School District Relationship, Teacher Salaries

Identifiers—*Washington

The course of school finance reform in Washington since the 1977 "Seattle School District v. State" decision is traced in this document. While the majority of nationwide court decisions have centered on the inequitable distribution of financial resources among school districts within 10 states, the Washington decision focused on the failure of the state legislature "to make ample provision" for K-12 education. Analysis of changes instituted in response to the decision shows that rather than significantly im-

proving the adequacy of resources to the state's school districts, the state has pursued a policy of "robbing Peter to pay Paul." Primary findings indicate that: (1) per pupil revenues are nearly unchanged; (2) teachers in the Puget Sound area receive average salaries with 8-15 percent less purchasing power than teachers in other regions of the state; (3) total financial resources available to districts with high percentages of minority and poor students have declined; and (4) principal beneficiaries are districts with low minority enrollments and small percentages of low-income students. Recommendations include redistributing or slightly increasing state allocations by revising the existing salary control legislation to account for cost of living variations; providing additional funding targeted to school districts with a high percentage of minority and low income students; and decentralizing the state-school district relationship. Eleven tables are included. (58 footnotes) (LMI)

ED 331 168 EA 022 930

Hange, June E. And Others
Educator Study Groups: Professional Development for Members and Product Users.
 Pub Date—6 Apr 91
 Note—51p; Appendix A contains "filled" type, which will affect legibility.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Collegiality, Elementary Secondary Education, *Institutional Cooperation, Interprofessional Relationship, *Professional Development, Program Evaluation, Research and Development, *Research and Instruction Units, *Staff Development, Workshops

Identifiers—*Appalachia Educational Laboratory WV

Outcomes and applications of Appalachia Educational Laboratory (AEL) study groups composed of teachers and administrators to investigate a single educational issue and develop a product of use to practitioners are described in this report. Contents include an introduction of the study group as a professional development tool, a discussion of the variety of applied research and research synthesis strategies, a review of educational topics explored by the study groups, a report of effective means of disseminating educator-produced publications, a description of AEL's quality control and evaluation measures, and an outline of future applications. The appendix (the bulk of the document) contains study group materials and worksheets. (4 references) (LMI)

ED 331 169 EA 022 931

Gandara, Patricia Fish, Judy
An Experiment in Restructuring K-6 Education: The Orchard Plan.
 Pub Date—Apr 91

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, At Risk Persons, Attendance, Class Size, *Educational Improvement, Elementary Education, *Extended School Year, *Intervention, *School Restructuring, *State Programs, Teacher Attendance, Teacher Motivation, Year Round Schools

Identifiers—*California

Outcomes of the Orchard Plan, an experiment designed to reorganize funding to support new models of instructional delivery, are described in this report. Basic elements of the program include an extended school calendar; a reorganization of categorical funding into intervention enrichment courses for at-risk students; a reduction in class size through a rotating, tracking system; the opportunity for extended teachers' contracts; restructuring of curriculum units; and voluntary participation and shared decision making. Evaluation of the four participating schools' first-year outcomes indicates overall success. Results include a high level of parent and teacher satisfaction; maintenance of overall achievement scores, with enhancement in some areas; increased school capacity; increased teacher salaries; and a small reduction in class size. Although it is difficult to directly attribute increased academic achievement to a particular intervention, teachers at each school reported a decrease in students' negative behaviors. Conclusions point to the feasibility of extended-year programs; the need for

diverse sources of program support; the benefits of offering teacher contract options; the usefulness of extended-year programs to reduce class size without additional cost; and the value of experimentation to generate positive classroom attitudes. Limitations in implementing such a program involve differences among individual schools in budgeting, space, and planning capacities. Four tables are included. (12 references) (LMI)

ED 331 170 EA 022 932

Deel, Fred And Others
Student Sexual Abuse—An Administrative Nightmare.

Pub Date—Mar 91
 Note—25p; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, *Child Abuse, Child Welfare, Elementary Secondary Education, *School Districts, School Policy, *Sexual Abuse, Sexual Harassment, *Teacher Behavior, Teacher Dismissal, Teacher Responsibility, *Teacher Student Relationship

Identifiers—Ohio

Teachers have a special trust with students that includes not taking advantage of or abusing them. To ensure that sexual abuse is handled correctly in the school system, a policy must be adopted that requires employees to report incidences of abuse and make sure that the reporting requirement is balanced against the accused individual's rights. From a legal perspective, almost every state requires reporting of suspected instances of child abuse. The adopted policy must be communicated to all teachers, staff, students, and parents. Prompt but confidential investigation of any claims is recommended. Suggested procedures, liabilities for failure to perform duties, and the role of board members are outlined. The Ohio Revised Code on child abuse, a sexual abuse fact sheet, and newspaper article are included. (EJS)

ED 331 171 EA 022 933

Funk, David L.
Championing the Value of Education: Why the Public Should Support the Schools.

Oregon School Study Council, Eugene.
 Report No.—ISSN-0095-6694

Pub Date—Apr 91
 Note—62p.

Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$6.00 prepaid; \$2.00 postage and handling on billed orders).

Journal Cit—OSSC Bulletin; v34 n8 Apr 1991

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Support, *Corporate Support, Elementary Secondary Education, Excellence in Education, Futures (of Society), *Public Support, School Business Relationship, School Community Relationship, School Restructuring, *School Support

Education is important because it directly affects our social quality of life, individual opportunities, national economic competitiveness, and other dimensions of life. Unfortunately, the true value of education is often only recognized by its absence. Although economic competitiveness is only one by-product of national education quality, it does not present a tangible yardstick for comparing educational systems. There is no lack of concern or reform agendas for education, but increased public awareness is needed to garner lasting support. Chapter 1 focuses on the social value of education and describes it as a national investment in tangible and intangible terms. Earning power, intellectual stimulation, and greater personal freedom as rewards of personal investment in education are described in chapter 2. If adequate training and skills are not provided by public education, the lack of qualified applicants and retraining costs will cause hardships to businesses. Chapter 3 delineates the private sector's commitment to education. Chapter 4 emphasizes the need to educate for increased technological skill requirements that will appear in even the most basic jobs of the future. The need to champion a new spirit of education because of the costs of continued neglect is explained in chapter 5. (61 references) (EJS)

ED 331 172 EA 022 934

Pautler, Albert J., Jr.
A Review of UCEA Member Institutions Clinical Experiences/Internship/Field Experiences for Educational Leaders.

Pub Date—27 Oct 90

Note—23p; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Clinical Experience, Elementary Secondary Education, Evaluation Criteria, *Field Experience Programs, Graduate Study, Higher Education, *Internship Programs, Policy, Practicum Supervision, Program Evaluation, Standards

Identifiers—*University Council for Educational Administration

Internship and field experience practices of University Council for Educational Administration (UCEA) member institutions in the United States are examined in this report. Questionnaires were completed by 44 out of 47 chairpersons of educational administration departments at 44 UCEA member schools, a 93.6 percent response rate. Data were compared with stated requirements issued by the UCEA and the National Policy Board for Educational Administration (NPBEA). Findings indicate that the majority of reporting UCEA institutions appear to meet the UCEA goal of concentrated full-time study and supervised clinical practice. Few, however, meet the NPBEA ideal of one full year of field residency. Practices vary widely in the areas of credit hours, clock hours, requirements, seminars, contracts, location of internships, and state education department requirements. The recommendation is made for a shorter internship period involving more full-time work and more stringent supervision. Two tables are included. (14 references) (LMI)

ED 331 173 EA 022 935

Pautler, Albert J., Jr.
Structured Clinical Experiences for the Preparation of Educational Leadership Personnel for the Future.

Pub Date—Apr 91
 Note—25p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Clinical Experience, Elementary Secondary Education, *Field Experience Programs, Graduate Study, Higher Education, *Internship Programs, Practicum, *Program Evaluation, Theory Practice Relationship

Literature on clinical experiences in educational administration programs is reviewed along with materials collected from University Council for Educational Administration (UCEA) member institutions. Focus is on materials that support the value of structured clinical experiences. A framework for clinical experiences is developed, which is based on the following goals: assessing career commitment; refining school goals; practicing in realistic settings; developing competence; and promoting personal professional development. These purposes are incorporated into a three-level program plan, consisting of an aideship, internship, and associateship stage. Suggested operational guidelines for internship programs include job content analysis, alignment of the theory/practice relationship, and selection of appropriate learning experiences. (18 references) (LMI)

ED 331 174 EA 022 936

Mertz, Norma T. McNeely, Sonja R.
Administrative Certification Motivation and Career Expectations: A Study of Students of Educational Administration.

Pub Date—Nov 90

Note—19p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Administrator Qualifications, *Career Choice, *Certification, Elementary Secondary Education, *Graduate Students, Higher Education, Management Development, Motivation, *Occupational Aspiration, Professional Education

The motivations and career expectations of educational administration students are explored in this study. Methodology involved the administration of questionnaires to all 57 students enrolled in an administrator preparation program. Findings indicate that the largest number, although not a majority, cited the achievement of credentials as the major motivating factor for enrolling in the program and that program enrollment is related to students' expectations of becoming administrators. Overall, males and females shared similar expectations and motivations; however, students under 30 years old held higher expectations of becoming administrators than did those over 30. Race was discarded as a separate variable of analysis. A recommendation is made for further study of the situation, in view of the lack of available educational administrative positions and growing job pool applicants. Two tables and one figure are included. (9 references) (LMI)

ED 331 175 EA 022 937

Mertz, Norma T. McNeely, Sonja R.
Theoretical and Methodological Problems in Research on Females in Educational Administration: Focusing on "The Numbers."

Pub Date—Nov 90

Note—25p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, *Educational Administration, Elementary Secondary Education, *Females, Research Methodology, *Research Needs, *Research Problems, *Women Administrators

Theoretical and methodological problems in researching the number of females in educational administration and changes in their numbers over time are examined in this review of pertinent studies. The studies are cited for problems that they illuminate, rather than for any possible inadequacies. The research problems fall into two broad categories: (1) access, standards, and comparability; and (2) perspective and presentation. Findings indicate that the primary problems revolve around the absence of a reliable national database or of systemic processes of data collection on a national or state level. Compounding the problem is the absence of standard categories for acquiring and reporting data and standard definitions of roles to ensure validity or respondents' answers to research questions. Problems also emerge from presentation and representation of data, suggesting the existence of perceptual screens that affect researcher objectivity. The relative absence of hard data may partially account for this perceptual diversity. (33 references) (LMI)

ED 331 176 EA 022 938

Damico, Sandra Bowman Roth, Jeffrey
The Neglected Dropout: General Track Students.

Pub Date—91

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Research supported by a grant from the Florida Institute of Government.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Dropout Attitudes, Dropout Prevention, *Dropouts, Elementary Secondary Education, *Extracurricular Activities, Potential Dropouts, School Attendance Legislation, School Holding Power, *School Policy, *Student Attrition, *Student Participation, Withdrawal (Education)

Identifiers—*Florida
Recent literature demonstrates the need for closer examination of general track curriculum students' experiences in order to increase high school graduation rates. General track students' reactions to school policies and practices governing extracurricular activities and attendance are described in this report. A case study methodology involved in-depth interviews with 236 individuals, 178 of whom were high school students who are the focus of this report. Students reported that some school improvement policies are counterproductive and inequitable and described their classes as boring and their participation in school activities as obstructed. Findings demonstrate the need for institutionalized procedures to obtain student input about school improvement policies and for increased student participation opportunities. (26 references) (LMI)

ED 331 177 EA 022 939

Hoover, Nancy R. And Others
Transformational and Transactional Leadership: An Empirical Test of a Theory.

Pub Date—Apr 91

Note—36p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Effectiveness, Administrator Role, *Leadership Styles, Personnel Management, Principals, Private Schools, *School Administration, Secondary Education, *Supervisory Methods, *Teacher Administrator Relationship

Leadership styles based on Bass's model of transformational and transactional leadership are explored in this report. Questionnaires were administered to staff and faculty at 45 private secondary schools in the southeast United States to determine the headmasters' leadership qualities. Factors of transformational leadership include charisma, individualized consideration, and intellectual stimulation; transactional leadership involves contingent reward and management-by-exception. Findings indicate that the transformational and transactional factors identified in other studies of business supervisors were replicated in the population of private secondary school headmasters. Also, perceptions of headmaster effectiveness and satisfaction with the headmaster were more positively correlated with transformational than with transactional leadership. Outcomes that differed from previous studies, however, indicate a broader definition of "charisma" due to its overlapping components and the identification of the two separate factors of leadership as second-order factors. The headmasters were less concerned than business supervisors with emotional support and intellectual stimulation of their staff relationships; however, both business and educational settings practiced individual attention, contingent rewards, and management-by-exception. Twelve tables are included. (23 references) (LMI)

ED 331 178 EA 022 940

Davies, Don
Testing a Strategy for Reform: The League of Schools Reaching Out.

Pub Date—Apr 91

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Cooperation, *Educational Cooperation, *Educational Environment, Elementary Secondary Education, Federal Aid, Holistic Approach, *Outreach Programs, School Community Programs, *School Community Relationship, *School Restructuring

Identifiers—*Schools Reaching Out Project

The history and goals of the League of Schools Reaching Out, a national program of the Institute for Responsive Education (IRE), is described in this report. The league is IRE's principal national strategy to show how family/community/school partnerships can contribute to school restructuring aimed at increasing the academic and social success of all children, especially those labeled "at risk," through community outreach. The league is an alternative approach to educational reform designed to demonstrate the potential effectiveness of a comprehensive, ecological approach to restructuring in which school reform is directly linked to family support and education, neighborhood social and economic development, integrated services for poor families, and means for family contribution to children's development. IRE provides little direct funding, but offers information and technical assistance. The program is based on the following core ideas: a clear ideological focus; demonstration of need; an action plan; provision of recognition, outside help, and "loving criticism"; and availability of discretionary funding. A conclusion is that leadership, financial support, technology, and a national spirit are crucial for success. (9 references) (LMI)

ED 331 179 EA 022 941

Pierce, Gloria
Critical Thinking: The Role of Management Education. Developing Managers To Think Critically.

Pub Date—Aug 90

Note—18p; Paper presented at the Annual Conference on Critical Thinking and Educational Reform (10th, Rohnert Park, CA, August 5-8, 1990).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Critical Incidents Method, *Critical Thinking, Decision Making, *Educational Methods, Higher Education, Instructional Films, Interpretive Skills, Journal Writing, *Management Development, Problem Solving, Role Perception, Role Playing, Skits

Emphasizing critical thinking as the source of renewal and survival of organizations, this document begins by analyzing the Exxon Valdez oil spill and the destruction of the space shuttle Challenger as examples of inadequate critical thinking. The role of management education in promoting critical thinking is explored as well as the need for a supportive but challenging learning environment for managers. Next, several methods for facilitating critical thinking among adults are explained: (1) critical incidents; (2) relationship and problem analyzer; (3) journals; (4) role reversal through reverse role play and critical debate; (5) interpretive scenarios; and (6) films and skits. Last, conclusions related to the use of critical thinking in the future are offered. (13 references) (CLA)

ED 331 180 EA 022 942

Hanson, Mark And Others
Written Communication and the Marketing of Public Schools.

Pub Date—Apr 91

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Problems, Content Analysis, Elementary Secondary Education, Information Dissemination, Organizational Communication, *Public Relations, *School Community Relationship, *School Publications, *Written Language

Findings of a 2-year study of school-community communications are presented in this report, which analyzes the content and style of district-to-community written communications and offers suggestions for improvement. Methodology involved document analysis of 594 written communications from the central office and one elementary, middle, and high school in each of three school districts; teacher and administrator interviews; and community focus groups. The "Market Rating Instrument," a marketing diagnostic tool, was developed to analyze the data. Overall, the documents were characterized by a clear identification of purpose and functionality, but were not well coordinated by an overall communication strategy, were uncreative, and were usually targeted toward white middle-class parents. Three suggestions to enhance the quality of school-community communications are to improve appearance, writing clarity, and imaginative style. Basic strategies include utilizing policy guidelines, a marketing mentality, educator writing training, information packaging, market segmentation and target marketing, nonparent marketing, and communication campaigns. Three tables are included. (20 references) (LMI)

ED 331 181 EA 022 945

Krasnow, Joan H.
Teacher Action Research Teams: Building Collaborative Structures for Schools: A Report from the Schools Reaching Out Project.

Pub Date—91

Note—67p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Based on a report available from the Institute for Responsive Education.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Cooperation, Elementary Secondary Education, *Family School Relationship, Organizational Theories, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Participative Decision Making, School Organization, *Teacher Role, Teamwork

Identifiers—*Schools Reaching Out Project

A teacher action research study, undertaken as part of the larger Schools Reaching Out (SRO)

project, sponsored by the Institute for Responsive Education, is described in this report. The project is based on the concept of the urban school, family, and community partnership as a means to improve all children's academic achievement and social success. Implemented in one Boston and one New York City school, the project involved two teacher action research teams, organized to study faculty attitudes and activities concerning family/school relationships and to suggest strategies for improvement, focusing on the teacher role in building family/school partnerships. Methodology involved interviews with faculty from each school. A migrant program developed by the research team at the Boston school was evaluated through the administration of questionnaires and interviews with parents, students, and teachers at that school. Findings indicated that teachers support one another, but are impeded by the school structure, receive inadequate recognition and compensation, and have limited impact on the formal decision-making process. The program did see an increased awareness of parent/teacher collaboration roles and positive informal changes. A conclusion is that teacher research teams and parent activities—based on shared decision making, choice, and individual empowerment—contrast with the bureaucratic organizational structure of traditional schools. As a strategy for educational reform, the family/school partnership can introduce flexibility and participation into schools' hierarchical structures. However, although the teams provide support and professional growth, they cannot alter the institutionalized decision-making structures without strong administrative support. (93 references) (LMI)

ED 331 182 EA 022 946

Fowler, Frances C.
French Private School Aid Policy, 1959-1985: An Example of a Controlled Choice Program.

Pub Date—Apr 91

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Finance, Educational Policy, Elementary Secondary Education, *Federal Aid, Financial Policy, Foreign Countries, Politics of Education, *Private Education, *Private School Aid, *Private Schools, *School Choice
Identifiers—*France, *Pluralism

Those aspects of the French educational policy pertinent to the controlled choice issue in the United States are examined in this paper. A purpose is to overcome both the theoretical and empirical weaknesses of the controlled choice literature. First, arguments for the regulation of choice policies are related to the "neo-pluralistic" political theory. Concepts from this tradition are then used to evaluate a French school choice program that has been in effect for over 30 years, concluding with a discussion of the implications for American policy. Methodology was based on document analysis of French primary sources, supplemented by interviews with 16 French policy actors. Research questions centered on policy structure; mechanisms used to address problems of equality, civic consciousness, the public agenda, and alienation of control; and policy success. A conclusion is that, despite cultural differences such as the academic rigor of French public schools, controlled choice plans can work. Recommendations include: (1) improve all schools to deemphasize the choice issue; (2) explore alternatives to the choice plans currently under consideration in the United States, which risk alienation of final control and distortion of the public agenda; and (3) build data-gathering and cost monitoring procedures into school choice policy legislation. (54 references) (LMI)

ED 331 183 EA 022 949

Strusinski, Marianne
Shared Decision-Making in School-Based Management: Characteristics of Those Who Become Its Leaders.

Pub Date—Apr 91

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Leadership, Leadership Qualities, Leadership

Styles, *Participative Decision Making, Program Evaluation, *School Based Management, Teacher Characteristics, *Teacher Influence, *Teacher Participation, Teaching Load

Identifiers—*Dade County Public Schools FL

Leadership roles performed by teachers after implementation of a school-based management (SBM) plan in Florida are described in this report. Telephone interviews with principals of each of the 33 participating schools were conducted to identify the leaders of the participating school bodies, or "cadres." Findings indicate that 75 percent of the most active members were classroom teachers. That two-thirds of them were elected indicates voluntary involvement despite an increased workload. However, a comparison with districtwide statistics indicates that administrators are overrepresented in the cadres, underscoring the cooperative nature of the shared decision-making process. (LMI)

ED 331 184

Veir, Carole

Context Variables for Successful Staff Development in Rural Schools.

Pub Date—[90]

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Institutional Characteristics, Predictive Measurement, *Predictor Variables, Professional Education, *Rural Education, *Rural Schools, *School Demography, *Staff Development

A description of rural school context variables for successful staff development and an empirical study of large-scale rural intervention are presented in this report. Drawing from research, literature, and practice based on nonrural populations, context variables are identified for implementing effective staff development intervention in rural schools. Document analysis, interviews, and observation were used to study 28 rural schools in 5 states—Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Stepwise regression was used to identify eight predictor variables for successful staff development, which include training time; socioeconomic profile of the student body; administrative participation; proximity to a higher education institution; provision of incentive; number of high school level teachers; number of administrators in the district; and presence of a trainer from a higher education institution. Three figures are included. (30 references) (LMI)

ED 331 185

Strusinski, Marianne

The Continuing Development of Shared Decision Making in School-Based Management.

Pub Date—Apr 91

Note—6p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Elementary Secondary Education, *Participative Decision Making, Program Evaluation, Program Implementation, *School Based Management, *School Restructuring, State Action, Teacher Participation

Identifiers—*Dade County Public Schools FL

Changes in shared decision making as a result of the implementation of school-based management in the Dade County public school system are described in this report. Background information on the school system and its restructuring plan, implemented during the 1987-88 school year, is presented, followed by a discussion of changes in participative decision making. Three focuses of the study include: (1) additional training needs of the staff; (2) efforts to enhance staff participation; and (3) revisions made since initial implementation. A survey of participating schools' principals gave rise to the following recommendations: preplanning; staff follow-up training and support; and teacher compensation commensurate with an increased workload. (LMI)

ED 331 186

Strusinski, Marianne

The Provision of Technical Support for School-Based Evaluations: Three Years of Experience.

Pub Date—Apr 91

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Consultation Programs, Elementary Secondary Education, Evaluation Problems, Institutional Cooperation, *Institutional Evaluation, Program Evaluation, *School Based Management, *Self Evaluation (Groups), *Technical Assistance

Identifiers—*Dade County Public Schools FL

A researcher's experiences in providing technical support to 10 schools involved in evaluation of their school-based management programs is provided in this report. Methodology involved principal interviews, attitudinal staff surveys, and school self-evaluations of the 10 participating schools. Recommendations for improving the self-evaluation process include staff training, adaptation to job turnover, scheduled evaluation times, and consideration of the feasibility of school-level evaluation. Due to problems posed by evaluation requirements and staff turnover, self-evaluation may not be practical for all schools. (LMI)

ED 331 187

Ortiz, Flora Ida

Superintendent Leadership in Urban Schools.

Pub Date—Apr 91

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *Board Administrator Relationship, Elementary Secondary Education, Leadership, Leadership Qualities, *Leadership Styles, *Superintendents, Urban Education, *Urban Schools, *Women Administrators

The ways in which a Hispanic female superintendent led her school district toward stability and excellence are described in this report, with a focus on four elements that differentiate the work of urban school superintendents from that of others. Four years of data were collected through interviews with the superintendent, observations of group meetings, and document analysis. Findings indicate that the superintendent must attend to four areas for success: (1) the large size and heterogeneity of the district; (2) resource allocation; (3) school board composition; and (4) the fragmented nature of the community. Basic tasks for effective superintendent leadership were identified, which include: balancing the budget; replacing school board members as necessary; hiring additional teachers and cabinet members representative of diverse groups; providing staff development; establishing student outcome targets; establishing a personal and school district image; engaging in an affirmative action plan; focusing attention on program and school sites; and establishing superintendent/board relationships. (LMI)

ED 331 188

Stevenson, Zollic, Jr.

Local School-Based Management in the District of Columbia Public Schools: First Impressions of Pilot Sites.

District of Columbia Public Schools, Washington, D.C.

Pub Date—Sep 90

Note—15p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decentralization, Elementary Secondary Education, Participative Decision Making, Principals, Program Administration, *Program Implementation, School Administration, *School Based Management, *School District Autonomy, School Restructuring, *Self Determination

Identifiers—*District of Columbia Public Schools

Outcomes of the local school-based management (LSBM) plan, implemented by the District of Columbia public schools in 1989, are presented in this report. The 17 participating sites included 2 senior, 3 junior, 1 extended elementary, 9 elementary, and 2 special education schools. Data gathered from structured interviews with 12 of the participating principals are the focus of this report. Findings indicate that LSBM's initial implementation was characterized by frequent changes in coordination and disagreement between the officers' and teachers' unions, becoming more productive and better coordinated in the last third of the school year. Principals considered meetings with central office administrators to be beneficial, providing opportu-

nities for receiving information, networking, and giving feedback. They viewed the concept of the Direct Activity Purchase System (DAPS) positively, but were concerned about its restrictions. An outcome was an increase in staff development and awareness activities. Principals' concerns centered on the school/central administrative relationship, particularly with the operational divisions. Recommendations for improving LSBM include: (1) provision of a written policy statement of roles and responsibilities; (2) appointment of a central office administrator to facilitate and direct program implementation; and (3) coordination of professional development and training activities with ongoing school development/involvement initiatives. The interview guide is included in the appendix. (LMI)

ED 331 189 EA 022 976

Speck, Phoebe

"Jack Captured the Crown and Jill Came Tumbling After": The Gender Factor in Curriculum Policy 1945-1990.

Pub Date—Apr 91

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, Curriculum Design, Curriculum Development, Policy Formation, Private Education, *Private Schools, Secondary Education, *Sex Differences, *Sex Role, Sex Stereotypes, *Single Sex Schools

The role of gender in curriculum development and the relationship between gender and learning in the female independent secondary schools are examined in this report. Historical methods focused on the years 1945-90. The research was based on an examination of the secondary literature as well as intensive archival research and in-depth interviews with school heads and curriculum policymakers at seven New England and Ohio female independent secondary schools. The research also made use of the responses of a questionnaire sent to 117 such schools in New England and the Northeast central states. Findings suggest that the female independent schools, with few exceptions, did not develop gender-specific curricula to enhance young women's learning styles or provide courses of study that would create gender equality for all students. Following a discussion of biological and sociocultural learning differences between the genders, recommendations are made for: (1) inclusion of the feminine approach to problem solving for males and females in all schools; and (2) reconstruction of coursework content to integrate the experiences of both genders. (42 footnotes) (LMI)

EC

ED 331 190 EC 232 668

Airhart, Douglas L. And Others

Horticulture Therapy Activities for Exceptional Students.

Pub Date—Jun 88

Note—4p.; For related documents, see EC 232 669-670.

Journal Cit—NACTA Journal; p42-44 Jun 1988

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Enrichment Activities, *Gifted, Heterogeneous Grouping, *Horticulture, *Learning Disabilities, *Plants (Botany), Postsecondary Education, Preservice Teacher Education, Talent

Identifiers—Horticulture Therapy, Tennessee Technological University

The Tennessee Technological University's Program of Special Education sponsors a "Super Saturday" of enrichment activities for gifted and talented students as well as students with learning disabilities. A session on horticulture was planned and arranged by students in a class on horticultural therapy who designed learning activities of two types: general exploratory activities (Type I) and hands-on group activities for development of skill and practical knowledge (Type II). Type I activities, conducted during a two-hour morning session, included a hay ride tour of the farm, introduction to plant anatomy using a rubber tree, introduction to the water cycle, a slide show on transplanting and

special plant structures, and a demonstration of the making of an air layer on a rubber tree. Type II activities, conducted during a two-hour afternoon session, included making a terrarium to demonstrate the water cycle, propagating new spider plants, transplanting greenhouse and nursery plants, and plant identification. Positive results included exposure of the special education students to horticulture, interaction among the two groups of students, and an opportunity for the horticultural therapy students to practice their training. Contains 17 references. (BRM)

ED 331 191 EC 232 669

Doutt, Kathleen M. And Others

Horticulture Therapy Activities for Exceptional Children.

Pub Date—89

Note—6p.; For related documents, see EC 232 668-670.

Journal Cit—Journal of Therapeutic Horticulture; v4 p10-14 1989

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Enrichment Activities, *Gifted, *Heterogeneous Grouping, *Horticulture, *Learning Disabilities, *Plants (Botany), Postsecondary Education, Small Group Instruction, Summer Programs, Talent, Weekend Programs

Identifiers—*Horticulture Therapy, Tennessee Technological University

The Tennessee Technological University offers an enrichment program (consisting of a summer session and three Saturdays) in which gifted children and children with learning disabilities are grouped together for activities. Horticulture is one of the few enrichment activities adaptable to both groups. Children are allowed to engage in the same activities when commonalities exist. This program included two types of activities referred to as Type I (general exploratory activities including demonstrations, speakers, films, slides, field trips, and other visual learning activities) and Type II (hands-on group activities to develop general skill and practical knowledge). Type I activities, introduced first, included introduction to plant anatomy using a rubber tree, tuberous roots, bulbs, and foliar embryos; examination of vascular tissue of plants; repotting and pruning demonstrations; and discussion of the earth's atmospheric cycles. Type II reinforcement activities followed, including examination of plant structures on individual rootbottle plants; propagating new plants from cuttings; transplanting; making an air layer; and making a terrarium. Positive results noted included the integration of gifted students and students with learning disabilities in a united learning experience and provision of an opportunity for university level horticulture therapy and special education students to interact with students with exceptionalities. (Contains 8 references). (BRM)

ED 331 192 EC 232 670

Airhart, Douglas L. And Others

Horticultural Training for Adolescent Special Education Students.

Pub Date—[Nov 87]

Note—8p.; For related documents, see EC 232 668-669.

Journal Cit—Journal of Therapeutic Horticulture; v2 p17-22 Nov 1987

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Agricultural Occupations, Cooperative Education, *Developmental Disabilities, High Schools, *Horticulture, Job Training, *Mental Retardation, Occupations, Prevocational Education, Self Concept, *Supervised Occupational Experience (Agriculture), Vocational Education, *Work Experience Programs

Identifiers—*Horticulture Therapy

A horticultural training program was developed in conjunction with a prevocational program designed for students with limited ability to perform in a normal high school setting due to moderate intellectual impairment or socialization problems. Prior appraisal by the job developer of a client's adaptability to the program was required to provide realistic expectations of progress. A clear statement of the training objectives was combined with a detailed task analysis of the activities suggested for each client. Demonstrations and short, direct instructional cues were used to initiate job skill sequences. A structured work routine similar to a sheltered work-

shop was followed to instill confidence and avoid confusion. Clients also had to practice living skills such as taking public transportation to and from the worksite and interacting with visitors. Benefits included improved self-sufficiency and self-image. The program provides an alternative job skill training worksite for special education clients to which the job developer has continued to refer clients. Additional special schools have become affiliated with the horticultural training program. Contains 21 references. (BRM)

ED 331 193 EC 300 174

Owings, Maria And Others

An Evaluation of Special Education Student Outcomes and Program Quality Indicators. Final Study Report.

Center for Resource Management, Hampton, NH.; Colorado State Dept. of Education, Denver.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Jun 90

Note—199p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Attendance, Behavior Disorders, *Disabilities, Educational Quality, Emotional Disturbances, Mental Retardation, *Outcomes of Education, *Program Evaluation, School Effectiveness, Secondary Education, Student Attitudes, Suspension

Identifiers—*Colorado

The final report describes a Colorado project to evaluate the effectiveness of special education programming based on student outcomes and program quality indicators in 14 secondary schools. Major findings included: special education students, especially students with emotional/behavioral disabilities, had higher absence and out-of-school suspension rates than regular education students; 12th grade special education students were less likely than non-handicapped peers to graduate with a diploma; special education students whose grade performance was below satisfactory had higher absence rates and were more likely to have been suspended than other special education students; mentally retarded students reported being more satisfied with school than did students with emotional/behavioral disabilities; educators reported that indicators of quality were sometimes-to-almost-always found in their schools with few differences between regular and special educators; and schools whose staff reported higher ratings of program quality tended to have lower suspension and dropout rates. Eleven appendices making up the bulk of the report include: a school and program overview; materials on student outcome data collection procedures; the student survey and interview forms; the staff survey form; comparison of surveyed and not surveyed special education students; grade performance data by type of handicapping condition; and grade performance and absence rates. (DB)

ED 331 194 EC 300 175

Long Branch Gifted Program: Elementary Gifted

Curriculum Guide, Grades K-5; Parent Handbook; Program Description [and Evaluation Report].

Long Branch City Board of Education, N.J.; New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

Pub Date—89

Note—263p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Academically Gifted, Classroom Techniques, Creative Writing, *Curriculum, Economics, Elementary Education, Enrichment Activities, Lesson Plans, Science Education, Student Educational Objectives, Teaching Methods

Identifiers—Long Branch School District NJ

The curriculum for gifted students in grades kindergarten through 5 in Long Branch (New Jersey) is both accelerated and enriched using the basic district curriculum to ensure skill mastery and modified with additional materials and instructional strategies including: compacting of curriculum through mastery testing; increased opportunities for self-directed learning; inquiry teaching; the use of field trips and community resources; discussion and debate techniques; and use of questioning techniques and Bloom's Taxonomy exercises. Although

the major areas of language arts, mathematics, and computers are noted, most of the guide focuses on goals, objectives, activities, and resources for each grade level in the areas of science, economics, inquiry process, and creative writing. The curriculum identifies goals, objectives, and concepts at each grade level and presents lessons in a matrix form listing objectives, procedures, and materials. Appended are various student self-evaluation forms, teacher evaluation forms, and resource lists. Also included in this package is a handbook for parents outlining student identification procedures and program characteristics; and a detailed program description and an evaluation report which finds the program highly effective. Various sample parent, teacher, and student survey and observation forms are appended to the evaluation. (DB)

ED 331 195 EC 300 176

Brodin, Jane
Children with Osteogenesis Imperfecta and Their Daily Living. Handicap Research Group Report No. 4.

University Coll. of Jonkoping (Sweden).

Report No.—ISSN-1100-9047

Pub Date—May 90

Note—28p; For a related document, see EC 300 177.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assistive Devices (for Disabled), Child Abuse, Congenital Impairments, Daily Living Skills, Foreign Countries, Knowledge Level, *Needs Assessment, *Physical Disabilities, Quality of Life, *Special Health Problems

Identifiers—*Osteogenesis Imperfecta, Sweden

The study examined aspects of daily living of Swedish children with osteogenesis imperfecta, a mineral deficiency in the skeleton which results in stunted growth and frequent fractures. A questionnaire was administered to 24 families with children under the age of 18 and 3 families were interviewed. The study found the families in great need of support services. Early diagnosis is particularly important to prevent families from being accused of child abuse. Professionals and authorities were found to lack sufficient knowledge about the condition. A need was found for modifications of the children's homes and immediate environments and for suitable handicap aids. Families were found to need both psychosocial support and practical help with modification of the home and obtaining of aids. The report includes a discussion of the daily life and modifications made in the three families interviewed. Four references (not in English). (DB)

ED 331 196 EC 300 177

Brodin, Jane Milde, Kristina
Three Preschool Children with Osteogenesis Imperfecta—Interviews with Parents. Handicap Research Group Report No. 5.

University Coll. of Jonkoping (Sweden).

Pub Date—Jun 90

Note—29p; For a related document, see EC 300 176.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Congenital Impairments, Foreign Countries, Needs, *Physical Disabilities, Physical Mobility, Preschool Children, Quality of Life, *Special Health Problems

Identifiers—*Osteogenesis Imperfecta, Sweden

The report describes three preschool Swedish children with osteogenesis imperfecta (brittle bones) and the psychosocial support families require from society. Introductory sections explain the condition, review international research on brittle bones, consider the life situation of children with brittle bones, and examine societal support for children with mobility impairments including financial help and habilitation. Much of the paper presents findings from interviews with the three families covering such areas as community support, medical support, psychosocial support, the child's awareness of the handicap, and daily activities. Includes 20 references. (DB)

ED 331 197 EC 300 178

Preitler, Gunilla
Development of Communication in Deaf Infants. Spots Agency—Swedish Ministry of Health and Social Affairs, Stockholm. Commission for Social Research.

Pub Date—Aug 90

Note—14p; Paper presented at the Biennial International ISAAC Conference on Augmentative

and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blindness, *Deafness, Foreign Countries, Infants, *Interaction Process Analysis, *Language Acquisition, Longitudinal Studies, Mothers, *Parent Child Relationship, *Sign Language

Identifiers—*Disabled Parents

This longitudinal study looked at how communication developed in seven deaf infants (ages 6-18 months) with either deaf or hearing parents. The children were video-recorded in interactional settings with their parents in their home every second month. A parallel study was conducted with seven blind infants and three severely visually impaired infants. Examples are given to illustrate first, interactions between deaf infants and their deaf parents and second, interactions between deaf infants and their hearing parents. Among observations were that deaf parents did not produce a continuous flow of signs when communicating with the child but modified their way of signing from single signs presented repeatedly and in the child's visual field to two or three signs; that they went from primarily naming objects to describing qualities and attributes and asking questions. Hearing parents did not respond to early infant attempts at expression but were focused on their own signing attempts. In comparison with blind children, deaf children often had a vocabulary of 10-12 signs by one year whereas blind infants uttered their first words at a mean age of 16 months, possibly due to the difficulty blind infants have in sharing their awareness of objects with their caregiver. Appended is a checklist of infant/mother communicative behaviors. (Nine references) (DB)

ED 331 198 EC 300 179

Bullis, Michael
Assessing the Transition-Related Social Behavior of Seriously Emotionally Disturbed Adolescents. Teaching Research Infant and Child Center, Monmouth, Ore.

Pub Date—Sep 90

Note—3p.

Journal Cit.—Teaching Research; v18 n3 Sep 1990

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Emotional Disturbances, Interpersonal Competence, Job Skills, Models, *Test Construction, *Vocational Rehabilitation

The newsletter describes two projects of the Teaching Research Infant and Child Center (Oregon) which are developing assessment systems for use with severely emotionally disturbed (SED) adolescents. The first project focuses on job-related social behavior while the second project addresses social behavior in community settings. An introductory section considers the definition and characteristics of adolescents with severe emotional disturbances. The second section discusses the concept of social skills and describes the Behavioral Analytic Model of Test Development, the development procedure used for both projects. The third section reviews completed activities, while the final section notes activities planned for both projects as well as related projects. Most of the completed work relates to the first project and has included interviews with 58 SED adolescents as well as 11 work trainers and 12 employers; from these questions, a list of representative social problems experienced on the job was developed. Currently, groups of professionals and employers are rating the responses in terms of their effectiveness in resolving specific social problems. The basic four-steps of the model will be replicated in developing the assessment battery for the second project. Includes 44 references. (DB)

ED 331 199 EC 300 180

Miller, Marilyn
Characteristics of Autism. Literature Review.

Pub Date—90

Note—25p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autism, Clinical Diagnosis, *Cognitive Development, *Communication Skills, *Definitions, Etiology, Incidence, Individual Characteristics, Interpersonal Relationship, Intervention, *Social Development

The literature review considers characteristics of

autism in three general areas of impairment: communication; cognition; and social behavior. Briefly noted are incidence and etiology facts. A variety of definitions are presented including a psychiatric definition, Leo Kanner's definition, and the definition of the Autism Study Committee of Iowa. Diagnostic criteria are presented including the Autism Diagnostic Observation Schedule and an ecobehavioral coding system. Studies which have specifically examined impairments in communication, cognition, and social development are then summarized. Nine implications are drawn including: isolated abilities can result in overestimating the autistic child's potential; intervention must begin early; intervention should be carried out in all phases of the child's life; autism characteristics will vary along a continuum; curriculum must address communication skills; and programming for intervention should be based on assessment of the individual rather than on diagnosis. Contains 16 references. (DB)

ED 331 200 EC 300 181

Best, Linda
LD College Writers: An Annotated Bibliography. Pub Date—Dec 90

Note—15p.

Pub Type—Reference Materials - Bibliographies

(131) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, College Students, Comprehension, Computer Uses in Education, Error Analysis (Language), Error Patterns, *Evaluation Methods, Higher Education, Intervention, *Learning Disabilities, Student Evaluation, Student Personnel Services, Syntax, Teaching Methods, *Writing (Composition), Writing Difficulties, Writing Instruction

Seven research-based papers on writing disorders of learning-disabled college students are listed and reviewed. The papers deal with persistent auditory language deficits in adults with learning disabilities; error patterns and instructional alternatives relating to college learning-disabled writers; syntactic complexity in written expression; comprehension and production abilities of college writers who are normal achieving, learning disabled, and unprepared; data-based procedures for analysis of written expression disabilities; and computer analysis of written language variables and a comparison of compositions written by university students with and without learning disabilities. A summary concludes that coherence and mechanics in the essays of learning disabled writers are inferior to those of even basic nondisabled writers. Standardized tests do not reveal these weaknesses and compensatory strategies ensure high school completion and college entrance. Colleges need to develop strategies to accommodate the needs of their learning-disabled writers. (Seven references) (JDD)

ED 331 201 EC 300 182

Paul, Rhea And Others
Otitis Media and Speech/Language Development in Late-Talkers.

Pub Date—Nov 90

Note—6p; Paper presented at the Oregon Speech-Language and Hearing Association State Conference (Eugene, OR, 1990) and the American Speech-Language and Hearing Association National Conference (Seattle, WA, November 16-19, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Speech), At Risk Persons, Chronic Illness, *Communication Disorders, Comparative Analysis, Expressive Language, Language Acquisition, *Language Handicaps, *Language Skills, Preschool Education, Receptive Language, Socioeconomic Status, Toddlers, Young Children

Identifiers—*Otitis Media

This study examines otitis media as a possible factor associated with increased risk for communicative handicap in a group of children with a possible vulnerability for language delay: "late-talkers." Speech and language outcomes at ages 3 and 4 were examined in 28 late talkers and 24 children with normal language development. Late talkers with a reported history of otitis media were not found to be at any additional risk for language disorder. The late talkers as a whole did have a substantial risk of continued expressive language delay, as their mean length of utterance, articulation, and expressive language skills were significantly lower than those of the control group. The normally developing speak-

ers showed no differences for articulation or expressive language skills due to otitis media, but normally speaking children with otitis media histories did score lower on receptive language, a difference which was also associated with lower socioeconomic status. (14 references) (JDD)

ED 331 202 **EC 300 183**
Larson, Vicki Lord McKinley, Nancy L.

Adolescents with Language Disorders: An "Action Plan" for Service Delivery.

Pub Date—16 Nov 90

Note—12p; Poster session presented at the Annual Conference of the American Speech-Language and Hearing Association (Seattle, WA, November 16-19, 1990).

Pub Type—Speeches/Meeting Papers (150)—Collected Works - Serials (022)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activism, *Administrator Role, Adolescents, Delivery Systems, Financial Support, Grantsmanship, Intervention, *Language Handicaps, Salesmanship, Secondary Education, *Speech Therapy, Therapists

An action plan is critical for speech-language pathologists to use with influential budgetary decision makers when gaining and maintaining support for delivery of services to adolescents with language disorders. Action plans describe what administrators can do to support and sustain clinicians' efforts and how clinicians can enlist this assistance. Support is needed from administrators in the areas of information dissemination, student identification, assessment, program planning, intervention, and follow up. Clinicians can enlist assistance by: writing for journals that are read by decision makers; using a consultation model where and when appropriate; participating in school activities such as the curriculum committee; and other methods. As an example of a service delivery model, this document includes the November 1989 issue of "Curriculum Report," titled "Students Who Can't Communicate: Speech-Language Services at the Secondary Level" by Nancy L. McKinley and Vicki Lord Larson. The newsletter issue explains to secondary school principals why speech-language services are critical, how students with communication disorders are identified, and how effective speech-language programs should be structured. The service delivery model is illustrated with case examples from five school districts. Seven resources are described. (JDD)

ED 331 203 **EC 300 184**

Kissire, Pat

Utilizing Individual Inservice Training Packets for Staff Development with Community-Based Instruction for Severely and Profoundly Handicapped Students (K-12).

Pub Date—12 Sep 90

Note—58p; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Elementary Secondary Education, *Independent Study, Individual Instruction, *Inservice Teacher Education, Junior High Schools, Knowledge Level, *Learning Modules, *Needs Assessment, Paraprofessional School Personnel, Postsecondary Education, *Severe Disabilities, *Teaching Methods, Training

This practicum was designed to: improve the skills of personnel working with students with severe and/or profound handicaps in junior high school; to improve staff development; and to increase the consistency of services offered in a community-based instruction program for K-12. A needs assessment survey of 10 staff members determined the level of understanding of techniques used in the community-based instruction program, and five techniques were selected for training. The five techniques were: discrepancy analysis; ecological inventory; in-house functional activities; partial participation; and systematic teaching. In-service training packets were designed to cover each technique. Each packet contained at least a pre/post-test, an article to present the technique's rationale, material to perform task analysis of each technique, and a list of things to remember. Two packets included a videotape recording. It was concluded that techniques needed for staff development could be identified by a needs survey, and the techniques identified could be self-taught through the use of well-designed individual packets. The packets were used effectively with different levels of staff, including paraprofessionals, teachers, and coordinators. The needs assessment

instrument is included in an appendix. (26 references) (JDD)

ED 331 204 **EC 300 185**

Moore, Vanessa McConachie, Helen

Early Language Development in Blind and Severely Visually Impaired Children. Interim Report on Pilot Study.

Pub Date—Jan 90

Note—34p; Study funded by the Mary Kitzlinger Trust.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Blindness, *Child Language, Comprehension, Expressive Language, Foreign Countries, Infants, Interaction, Interpersonal Communication, *Language Acquisition, Language Patterns, Parent Child Relationship, Predictor Variables, Preschool Education, Toddlers, *Visual Impairments

Identifiers—England, *Impairment Severity

This study investigated variables that might be associated with outcome differences in language development of 10 children (ages 10-20 months) with blindness or severe visual impairments, attending a developmental vision clinic in southern England. Subjects' early patterns of expressive language development were examined and related to observed patterns of interaction between subjects and their parents. Results showed the effect of even a very small amount of vision upon language development and interaction. Children who had some useful vision either had equal levels of sensori-motor understanding and verbal comprehension, or had an advantage in their level of practical manipulation of objects. However, children who were functionally blind showed a tendency for comprehension to exceed the expected level of sensori-motor understanding. Patterns of early acquired words differed from sighted children, as subjects used a high proportion of personal names and sang words in songs spontaneously. When toys were introduced to the children, the partially sighted children often approached the toys independently but the blind children had to be encouraged to react by the parents, and tended to be wary of or uninterested in something new. (Approximately 50 references.) (JDD)

ED 331 205 **EC 300 186**

Stowell, Peter, Ed. Bubar, Jane M., Ed.

Insights: A Handbook for Parents of Children with Disabilities. Fourth Edition.

Maine State Developmental Disabilities Council, Portland; Maryland State Planning Council on Developmental Disabilities, Baltimore.

Pub Date—Mar 89

Note—57p; Photographs and portions printed on colored background may not reproduce clearly. Pub Type—Guides - Non-Classroom (055)—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Advocacy, *Child Rearing, Delivery Systems, *Developmental Disabilities, Elementary Secondary Education, Financial Support, Intervention, Preschool Education, Rehabilitation, Social Services

Identifiers—*Maine

This handbook was produced to help Maine families of children with disabilities to deal positively with their situations and children. It provides insights into services that have been developed, problems that may arise, and resources available. The handbook discusses types of developmental disabilities; the role of parents as advocates; relationships with professionals; and procedures for getting help in such areas as diagnosis, vocational rehabilitation, due process, respite care, and financial assistance. Appendices contain directories of local and regional resources, a list of special education definitions, a glossary of acronyms, one reference, and one additional reading suggestion. (JDD)

ED 331 206 **EC 300 187**

History of Special Education in Ohio: 1803-1985. Ohio State Dept. of Education, Columbus. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC. Pub Date—[87]

Note—221p; Photographs will not reproduce clearly.

Available from—Ohio Department of Education, Division of Special Education, 933 High St., Worthington, OH 43085-4087.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Disabilities, *Educational History, Elementary Secondary Education, *Gifted, Preschool Education, *Special Education, *State Programs, State Standards

Identifiers—*Ohio

This volume presents the history of special education in Ohio chronologically from 1803 to 1985. It documents the early beginnings of services to handicapped children, the ongoing role of state leaders in program development and refinement, the rapid expansion of programs since World War II, efforts to provide full services to all handicapped children during the 1970s and 1980s, the development of programs for gifted students. Chapter titles include: "1803-1920, Development of Programs for the Handicapped"; "1921-1944, State Leadership and Program Refinement"; "1945-1974, Expansion of Programs"; "1975-1985, Compliance and Provision of Full Service." Appendices contain: statistical data to support the report's text; information about Ohio laws, guidelines, standards, and rules for special education and teacher certification; and a bibliography of over 200 items. Numerous black and white photographs illustrate the text. (JDD)

ED 331 207 **EC 300 188**

Brook, Emily

Do You Hear Me? Information for Persons with a Hearing Impairment.

PAM Assistance Centre, Lansing, MI.

Pub Date—Nov 90

Note—13p.

Available from—PAM Assistance Centre, 601 E. Maple St., Lansing, MI 48906.

Journal Cit—PAM Repeater; n65 Nov 1990

Pub Type—Guides - Non-Classroom (055)—Reference Materials - Directories/Catalogs (132)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, *Hearing Impairments, Incidence, Information Sources, Interpersonal Communication, Organizations (Groups), Publications, Resources

This compendium of general information for individuals with hearing impairments reports on: the incidence of hearing impairments; methods of communication between hearing and nonhearing persons (fingerspelling, lip reading, cued speech, signing, and telephone devices); 13 titles of books and tapes available; 4 sources of hearing ear dogs; 42 organizations offering information for the hearing impaired; and 29 companies with products for the hearing impaired. (JDD)

ED 331 208 **EC 300 189**

Research Priorities in Childhood Disability: Conference Proceedings (London, Ontario, Canada, May 10-13, 1988).

Easter Seal Research Inst., Don Mills (Ontario).

Spons Agency—Thames Valley Children's Centre, London (England); University of Western Ontario, London. Dept. of Pediatrics.

Pub Date—May 88

Note—160p.

Available from—Easter Seal Research Institute, 250 Ferrand Dr., Suite 200, Don Mills, Ontario M3C 3P2 Canada.

Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)—Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cerebral Palsy, Communication Aids (for Disabled), Epidemiology, *Intervention, *Physical Disabilities, Physical Mobility, *Prevention, Psychological Characteristics, Rehabilitation, Social Influences, Technology

Identifiers—Augmentative Communication Systems, Easter Seal Research Institute ON, *Impairment Severity

The conference reported in this document utilized a conceptual matrix to organize presentations on research priorities in prevention, definitive treatment, and ongoing management of impairment, disability, and handicap. Ten research strategy recommendations developed at the conference are offered for implementation by The Easter Seal Research Institute in Ontario. Authors and titles of major papers included are: "The Role of Epidemiological Studies in Neuropediatric Handicap Research" (Lennart von Wendt); "The Role of Epidemiology in the Study of Physical Disability in Childhood" (Gregory Sherman); "Prevention-The Molecular Level" (Nicholas Lenn); "Priorities in Prevention of Cerebral Palsy" (Graham Chance); "Reduction of Severity" (Martha Piper); "Reduction of Disability-Communication Technology"

(Alan Newell); "Priorities for Research in the Field of Augmentative Communication" (Janice Light); "Functional Improvement-Environmental Control & Mobility" (Stephen Naumann); "Reduction in Disability-Advances in Technology" (Morris Miller); "The Psychosocial Impact of Handicap on Children and Youth" (Dennis Harper); "Research Priorities in Cerebral Palsy" (Lewis Rosenbloom); "Spinal Dysraphic States" (John Banta); "Education and Research Training" (Carol Richards); and "The Use of Correct Scientific Measurement and Analysis" (David Winter). (JDD)

ED 331 209 EC 300 190
The Use of Technology with Special Needs Students.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Nov 90

Contract—G008300052; G008630134;
G008730072

Note—6p.

Journal Cit—Research Progress; v8 n1 Nov 1990
Pub Type—Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, *Computer Assisted Instruction, Computer Uses in Education, Elementary Secondary Education, *High Risk Students, Instructional Design, *Learning Strategies, Microcomputers, *Problem Solving, Research Projects, *Special Needs Students, Technology, Videodisks

Progress is reported on research conducted in school settings to investigate methods to help students—especially at-risk students—to acquire and use knowledge to solve problems. The methods incorporate principles of learning and instruction derived from basic research on cognition. Specifically, the research involves using microcomputer and videodisk technology in three ways: to develop fluent access to knowledge and skills; to integrate knowledge to support subsequent problem solving; and to help students to be producers, not mere consumers, of knowledge. The enhanced motivation that seems to result from use of these technological innovations is also discussed. (10 references) (JDD)

ED 331 210 EC 300 191

Kristiansen, Rolf

The Quantum Leap in Special Education: New Information and Communication Technologies. Their Impact upon Educational Opportunities for Disabled People, Focussing on How Integration in the Ordinary Educational System Can Be Facilitated. Draft Document.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—88

Note—45p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Paris 75700, France (free).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Assistive Devices (for Disabled), Communication Aids (for Disabled), Communications, *Computer Uses in Education, *Disabilities, Educational Opportunities, Elementary Secondary Education, Higher Education, *Information Technology, Mainstreaming, Teacher Education, Technology

This paper suggests means of merging educational ideas with new information and communication technologies to aid individuals with disabilities. New technologies discussed include microtechnology and integrated circuits, high speed processing and retrieval of information, and light-weight equipment, among others. New technologies can be used as aids in mobility, communication, diagnosis, training, information processing, expressive and creative activities, and recreational activities. The role of new technologies (television, the modern car, etc.) as potential "disablers" for individuals with certain disabilities is also described, and ergonomic considerations such as display resolution and keyboard complications are examined. Technologies and equipment are then surveyed, such as radio and television, film and videotapes, electronic mail, voice recognition, touch screens, artificial intelligence, word processing, image processing, interactive video, digitalized and synthetic speech, and

tactile displays. Impacts of new technologies on interpersonal communication, language acquisition, creativity, and other factors are noted. The question of equity and autonomy for all members of society is explored. Requirements for integrating disabled students within ordinary educational institutions are spelled out, focusing on the areas of: information collection and dissemination; adapted educational and social infrastructure; availability of suitable hardware and software; resource allocation and administration; physical and social integration; and ethical considerations. Implications of new technologies for teacher education are described. (JDD)

ED 331 211 EC 300 192

Horne, Richard, Ed.

Having a Daughter with a Disability: Is It Different for Girls?

Interstate Research Associates, Inc., Washington, D.C.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Oct 90

Contract—G0087C3051

Note—17p.

Available from—Interstate Research Associates, NICHCY, P.O. Box 1492, Washington, DC (individual subscriptions free).

Journal Cit—NICHCY News Digest; n14 Oct 1990

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, *Disabilities, Elementary Secondary Education, Employment, *Females, *Independent Living, Personal Autonomy, *Self Determination, Sex Differences, Social Life
This guide focuses on some of the realities parents must face in helping their daughters with disabilities to become more self-reliant and, ultimately, independent. The degree to which daughters with a disability are encouraged to strive for an independent life may be critically less than for sons. These differences have far-reaching implications for how males and females view themselves and what they achieve. The guide gives a general overview of gender issues and some suggestions for promoting self-sufficiency and independence. Steps towards independence include starting early, recognizing the influence of the family's behavior, and assessing parental expectations and level of assistance and the disabled girl's motivation. The guide also discusses the importance of developing a social world, confronting the world of school and work, and having role models. A list of 37 books, educational materials, films, videotapes, and organizations is included. (28 references) (JDD)

ED 331 212 EC 300 193

Parette, Howard P., Jr.

A Question of Assistive Technology and Services for Young Children with Physical Disabilities. Project TAARK.

Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.

Spons Agency—Arkansas Governor's Developmental Disabilities Planning Council, Little Rock; Arkansas Univ., Little Rock. University-Affiliated Program.

Pub Date—Jan 90

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Assistive Devices (for Disabled), Early Childhood Education, Early Intervention, Expenditures, Federal Legislation, Financial Support, *Needs Assessment, *Participant Satisfaction, *Physical Disabilities, Rehabilitation, *Technology, Travel, Young Children
Identifiers—*Arkansas, Technology Related Assistance Individ Disabil Act

A statewide survey of the technology needs of 104 children with physical disabilities aged 0-5 years was conducted in Arkansas as a component of the grant application process of Public Law 100-407 (the Technology-Related Assistance for Individuals with Disabilities Act of 1988). The survey analyzed satisfaction with assistive devices technology and services, expenditures for assistive technology and services, travel required to receive technology and services, and funding sources. Unmet technology needs were reported for the children in all areas of life functioning, including hearing aids; specialized cars, vans, and buses; vision aids; reading, writing, and typing aids; building accessibility; taking care of the home; using a computer; and using a telephone.

Most children were evaluated preceding the provision of assistive technology. Families reported a substantial need for the opportunity to purchase technology on a credit plan. More than half of the children were unable to try out the technology before it was purchased. A need for more information about assistive technology and services and a need for transportation services to acquire technology and services were reported for the majority of children. (Approximately 75 references.) (JDD)

ED 331 213 EC 300 194

Completing the Special Education J-50 Report.

California Association of School Business Officials, Sacramento; California State Dept. of Education, Sacramento. Office of Financial Management Practices and Standards.

Report No.—ISBN-0-8011-0921-3

Pub Date—90

Note—237p.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$15.00 with binder—ISBN-0-8011-0921-3; \$10.50 without binder—ISBN-0-8011-0922-1, plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, *Disabilities, Educational Equity (Finance), Educational Planning, Elementary Secondary Education, Flow Charts, Governance, Preschool Education, *Records (Forms), Regional Programs, Resource Allocation, *School Funds, Special Education, *State Aid

Identifiers—*California

The J-50 Report, one of the most complicated entitlement reports that any state agency requires, provides information for funding and monitoring special education services and operations throughout California and for making special education funding allocations equitable. This manual was developed to assist local educational agency (LEA) and special education local plan area (SELPA) officials in completing the report. The first two chapters provide an introduction and general background on California special education funding between 1974-1990. Chapter III describes the regional governance of special education programs and funding through SELPAs. Chapter IV discusses the components of service on which special education funding is based and describes the methods and structure of the funding allocation. Chapter V presents a flow chart for gathering data and completing the various parts of the report. Chapter VI outlines each of the individual forms making up the report, describing the form's purpose, data required, example of a correctly completed form, common errors, and review techniques. Chapter VII discusses methods that can be used to ensure that a SELPA or LEA receives funds for which it is eligible. Appendices contain a glossary, data collection worksheets, information on calculating reallocation and growth of special education instructional units, and information on special education federal preschool grant program funding. (JDD)

ED 331 214 EC 300 195

Bullis, Michael, Ed. Fielding, Glen, Ed.

Communication Development in Young Children with Deaf-Blindness: Literature Review.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[88]

Contract—300-83-0237

Note—266p.; For related documents, see EC 300 196-197.

Pub Type—Information Analyses (070) — Collected Works - General (020)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Auditory Tests, Child Language, Communication Aids (for Disabled), Communication Skills, Contingency Management, *Deaf Blind, Evaluation Methods, Interaction, *Intervention, *Language Acquisition, Mothers, Multiple Disabilities, Operant Conditioning, Oral Language, Parent Child Relationship, Play, Preschool Education, Skill Development, Tactile Stimuli, Tactual Perception, Vision Tests, Young Children

Identifiers—Augmentative Communication Systems, Preverbal Communication

This review summarizes and discusses literature relevant to the communication development of

young children (0-5 years) with deaf-blindness. The review is divided into topical areas. The topical areas and the contributors for each area are as follows: "Perspectives on Communication Assessment" (Charity Rowland); "Research in Tactile Communication" (Cynthia Jones and others); "Visual Assessment" (Pamela J. Cress); "Hearing Evaluation of Infants and Children at Risk for Severe Hearing and Vision Deficiencies" (John Brandt and Joseph E. Spradlin); "Nonsymbolic Communication in Early Interactional Processes and Implications for Intervention" (Ellin Siegel-Causey and others); "Mother-Child Interaction and the Development of Preverbal Communication" (Madeline W. Appell); "The Play of Young Children Who Have Dual Sensory Impairments" (David M. Finn and others); "Development of Emergent Language" (Kathleen Stremel-Campbell and Jimmie Matthews); "Contingency Intervention" (Philip Schweigert); and "Augmentative Communication Systems" (Pamela Mathy-Laikko and others). References accompany each paper. (JDD)

ED 331 215 EC 300 196

Siegel-Causey, Ellin, Ed. Guess, Doug, Ed.
Enhancing Interactions between Service Providers and Individuals Who Are Severely Multiply Disabled: Strategies for Developing Nonsymbolic Communication.

Kansas Univ., Lawrence. Dept. of Special Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—[88]

Contract—300-83-0237

Note—116p; For related documents, see EC 300 195-197.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Body Language, *Communication Skills, Eye Contact, Facial Expressions, Interaction, Interaction Process Analysis, Interpersonal Communication, Intervention, Language Acquisition, *Multiple Disabilities, *Nonverbal Communication, *Severe Disabilities, Skill Development, *Training Methods

The purpose of this manual, the culmination of a graduate project begun at the University of Kansas, is to assist individuals with severe, multiple disabilities and their service providers in learning to utilize nonsymbolic behaviors in an expanded, facilitative manner that leads to more consistent and predictable communication functioning. The manual presents an intervention approach using a philosophical orientation to the reciprocal nature of communication exchanges. This orientation emphasizes intervention at two levels: the service providers' perceptions and understanding of individual nonsymbolic repertoires, and the use of nonsymbolic expressions by the individual with severe multiple disabilities. Five instructional guidelines, along with the theoretical orientation and research support for each, are presented. The guidelines describe the following activities: developing nurturance, enhancing sensitivity, increasing opportunities, sequencing experiences, and utilizing movement. The guidelines are for service providers to use to accommodate the unconventional or limited auditory, visual, motor, and vocal displays of the individual who is nonsymbolic. Examples of the instructional guidelines are given, including communicative intents and functions with corresponding definitions displayed in table format. Subsequently, the instructional guidelines are incorporated into descriptions of reciprocal dialogues of adult-learner interactions. (Approximately 100 references.) (JDD)

ED 331 216 EC 300 197

Cress, Pamela J.
Sensory Assessment Manual.

Kansas Univ., Lawrence. Bureau of Child Research.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[88]

Contract—300-83-0237

Note—26p; For related documents, see EC 300 195-196.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Auditory Tests, *Clinical Diagnosis, *Deaf Blind, Diagnostic Tests, Early Childhood Education, Educational Diagnosis, Evaluation Methods, *Multiple Disabilities, *Vision Tests
This manual is intended to provide information leading to reliable assessment of vision and hearing

capabilities of children considered to have dual sensory impairments. Ongoing sensory assessment is necessary to determine the extent of residual sensory abilities that should be considered in educational programming decisions and to determine any changes in those abilities. The visual assessment involves review of relevant medical reports and previous assessment results, and assessment in the areas of reflexive visual processes, field of vision, ocular motility, and visual acuity. Auditory assessment may involve such alternative procedures as tangible reinforcement operant conditioning audiometry and visual reinforcement audiometry. The importance of naturalistic observations is emphasized. A list of 8 references and 11 recommended readings is included. (JDD)

ED 331 217 EC 300 198

The Indiana Guide for the Identification of Gifted/Talented Students.

Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.

Pub Date—Sep 90

Note—239p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Academically Gifted, Creativity, Decision Making, Educational Philosophy, Elementary Secondary Education, Eligibility, Evaluation Methods, Gifted Disabled, Inservice Teacher Education, Leadership, Minority Groups, Program Development, State Programs, *State Standards, Student Evaluation, Student Placement, *Talent, Talent Identification, Test Interpretation, Underachievement

Identifiers—*Indiana

This comprehensive guide to identification of gifted and talented students in Indiana is intended to aid the 85% of Indiana school districts which provide programs for gifted students. A relative, rather than absolute, standard is proposed for identifying the top 5 to 7 percent of students. Giftedness in the areas of intellectual/academic abilities, visual and performing arts, creativity, and leadership is addressed. Individual chapters consider the following: (1) step-by-step processes involved in identification of gifted/talented students; (2) the underlying philosophy, guiding principles and relevant portions of state law; (3) preparation for identification procedures (e.g., determination of program philosophy and program options and staffing); (4) guidelines for selecting identification instruments; (5) suggestions for selection of criterion levels, data analysis and appeal, review and exit procedures; (6) techniques for identifying underserved populations (e.g., underachievers, racial minorities, rural, and handicapped students); (7) inservice training of staff in identification procedures; (8) student selection; and (9) methods to evaluate the efficacy of the identification policies. The 10th and final chapter presents a summary of the processes presented and planning guidelines. Appendixes provide additional information on formal measures, informal measures, abbreviations and symbols, and resources in Indiana. Also provided are a 54-item bibliography and a 112-term glossary. Many tables and sample forms are also included. (DB)

ED 331 218 EC 300 199

Horton, J. Kirk
Education of Visually Impaired Pupils in Ordinary School. Guides for Special Education No. 6.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-88/WS/30

Pub Date—88

Note—136p.

Available from—United Nations Educational, Scientific, and Cultural Organization, 7 Place Fontenay, Paris 75700, France (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Braille, *Classroom Techniques, Daily Living Skills, Elementary Secondary Education, Handwriting, Mainstreaming, Perceptual Development, Sensory Aids, Special Education Teachers, Tape Recordings, Teacher Role, Teaching Methods, Typewriting, *Visual Impairments, Visually Handicapped Mobility

The guide, intended to help teachers, parents, and community workers throughout the world develop educational services to visually handicapped students in ordinary schools, has been published in English, French, Spanish, Arabic, and Chinese. The first three chapters provide general information

concerning types of educational programs for the visually impaired, teachers' responsibilities, and supporting the regular classroom teacher. Chapter 4 comprises the major portion of the document and presents specific techniques for teaching special skills needed by the visually impaired including: (1) sensory training (e.g., hearing, touch, smell and taste, residual vision); (2) orientation and mobility (body movement, sensory training, concept development); (3) the abacus; (4) braille reading and writing (pre-braille tactual activities and worksheets, mechanics of reading braille, the braille alphabet, braille contractions, the state and stylus); (5) recorded books; (6) handwriting; (7) typing; and (8) activities for daily living. Additional chapters address materials adaptation, equipment and supplies, remedial work, the link between home and school, and ways to make the teaching job easier. Sources of educational materials and aids as well as a 23-item bibliography are also included. (DB)

ED 331 219 EC 300 200

Rye, Henning, Ed. Skjorten, Miriam Donath, Ed.
Children with Severe Cerebral Palsy: An Educational Guide. Guides for Special Education No. 7.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-89/WS-100

Pub Date—89

Note—171p.

Available from—United Nations Educational, Scientific, and Cultural Organization, 7 Place Fontenay, Paris 75700, France (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Cerebral Palsy, *Communication Skills, Elementary Secondary Education, Instructional Materials, Language Acquisition, Learning Disabilities, Mathematics, Quality of Life, Reading Readiness, Remedial Instruction, Self Care Skills, Speech Improvement, *Teaching Methods, Writing Instruction

The guide, intended to help teachers, parents, and community workers throughout the world develop educational services for children with severe cerebral palsy, is published in English, French, Spanish, Arabic, and Chinese. The 11 practitioner-contributed chapters stress specific intervention techniques based on the practitioners' own experiences in the fields of speech therapy, special education, occupational therapy, and psychology. Chapters have the following titles and authors: "Cerebral Palsy—A Multifaceted Condition" (Henning Rye); "Communication and Structured Total Communication" (Miriam Donath Skjorten); "Coping with Common Learning Disabilities in Children with Cerebral Palsy" (Gerd Gylder Corneliusen, Marit Lund, and Elsbet Nilssen); "Language and Speech as a Tool for Communication" (Turid Blix); "Readiness for Reading" (Jorunn Fiveland); "Eating and Feeding" (Miriam Donath Skjorten); "Teaching Mathematics" (Gerd Gylder Corneliusen); "Coping with Writing Problems" (Gerd Gylder Corneliusen); "Preparing for Adult Life" (Gerd Gylder Corneliusen, Marit Lund, and Elsbet Nilssen); "Educational Aids" (Corneliusen, Lund, and Nilssen); and "Quality of Life" (Miriam Donath Skjorten). Also provided are a brief glossary, 25 references, and 11 addresses of relevant organizations and programs. (DB)

ED 331 220 EC 300 201

Rutherford, Robert B., Jr., Ed. DiGangi, Samuel A., Ed.

Severe Behavior Disorders of Children and Youth.

Monograph in Behavioral Disorders, Volume 13.

Council for Children with Behavioral Disorders;

Teacher Educators for Children with Behavioral Disorders.

Pub Date—90

Note—136p; Papers presented at the Annual Conference of the Teacher Educators for Children with Behavioral Disorders (13th, Tempe, AZ, November, 1989).

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 20091 (\$6.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Adolescents, *Behavior Disorders, Correctional Education, Delinquency, Elementary Secondary Education, *Interpersonal Competence, Mainstreaming, Quality of Life, Social Adjustment, Student Adjustment, Student Placement, Teacher Burnout, Teacher Morale

The monograph presents a collection of 13 papers originally presented at a conference of teachers of children with behavioral disorders. Articles have been grouped into the following five categories: (1) keynote papers; (2) social skills; (3) adolescents; (4) school-based programs; and (5) related issues in behavioral disorders. Papers have the following titles and authors: "Quality of Life for Persons with Disabilities: A Time to Change How We View the World" (Eugene Edgar); "Priests on My Shoulder" (Dean E. Konopasek); "Maybe This Behavior Does Make Sense" (Richard S. Neel and K. Kay Cessna); "Social Networks of Students in Special Education Programs: Contrasts with Non-Special Education Students and Correlates of School Adjustment" (Charles Barone and others); "Determining Social Tasks: A Preliminary Report" (Richard S. Neel and Nancy Meadows); "The Road Less Traveled: Issues in Juvenile Female Corrections" (Kathy Fejes-Mendoza and others); "Youth 2000: A Community-Based Program for High Risk and Low Risk Youth" (Jo M. Hendrickson, Jeffrey Roth, and Robert A. Gable); "An Examination of the Influence of Information about Social Maladjustment on the Placement Decisions of Special Education Teachers" (Kenneth W. Howell and M. Scott DeBernard); "Academic and Related Functioning of Mainstreamed and Nonmainstreamed Seriously Emotionally Disturbed Students" (Regina M. Foley and others); "Responses Which Foster Students with Behavioral Disorders' Access to Least Restrictive Environments: A Literature Review" (John J. Wheeler and others); "Evaluating Case Study Methods Used to Diagnose Behavioral Disorders" (Stanley L. Swartz); "Some Reflections on the Use of Restrictive Behavior Techniques with Autistic and Other Students with Behavioral Disorders: An Opportunity to Respond" (Jan S. Handelman); and "Providing Help: Characteristics and Correlates of Stress, Burnout, and Accomplishment across Three Groups of Teachers" (Kathleen Doherty Schmid and others). (DB)

ED 331 221

EC 300 202

Inservice Training in the Diagnostic-Prescriptive Approach to Writing Deficits in Learning Disabled and Other Severely Academically Deficient Students. Final Report.
City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—New York State Education Dept., Albany, Bureau of Grants Administration.
Report No.—CASE-11-90
Pub Date—Dec 90

Note—148p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Students, Community Colleges, Diagnostic Teaching, Handicap Identification, Higher Education, Individualized Instruction, Inservice Education, *Learning Disabilities, Remedial Instruction, Student Characteristics, Teaching Methods, *Writing Difficulties, *Writing Instruction
Identifiers—New York (New York)

This final report describes the inservice training on the problems of learning disabled college students which was provided to community college faculty and support staff in New York City in December 1989 and March 1990. Participants included coordinators for disabled students, program coordinators, instructors, and tutors. The inservice training had two phases. The first phase involved classroom based activities pertaining to the identification of signs of learning disabilities and writing deficits. Participants administered a questionnaire that screened for symptoms of learning disabilities, and collected writing samples from their students. This material formed the basis of the hands-on workshops at the 2-day conference. Conference presentations and workshops addressed the following areas: (1) writing skills instruction and the learning disabled community college student; (2) specific instructional strategies to help learning disabled students develop writing skills; (3) a diagnostic-prescriptive approach to writing problems in learning disabled students; (4) characteristics of learning disabled individuals with writing problems; (5) a three-tier approach for helping dysgraphic writers; and (6) individualized remedial approaches. Video materials were also developed. Much of the document consists of an appendix which contains the academic questionnaire, conference agendas, breakdown of conference participants by college, and evaluation summaries. A full conference proceed-

ings with summaries of 16 presentations is also appended. Includes over 100 references. (DB)

ED 331 222

EC 300 203

Bateman, Gerald C., Jr.

Political Activism and the Deaf Adults.

Pub Date—90

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), Attitudes, Community Attitudes, *Deafness, Interviews, Knowledge Level, *Political Attitudes, Political Socialization, Young Adults

The paper reports on interviews with three profoundly deaf, college educated young men who are moderately to very politically active in the deaf community. Responses are grouped into the following categories: political issues; barriers to political participation; and personal perspectives on the attitudes of deaf people. Among issues and needs of the deaf community raised in the interviews are the following: accessibility to political functions by providing more interpreters; enforcement of federal legislation; provision of captions for local news; lack of understanding by deaf adults of the political system; decreasing the isolation of deaf people; repair of divisions within the deaf community; and more deaf teachers to serve as role models. The interviews raised a number of questions and recommendations for further study. (DB)

ED 331 223

EC 300 204

Jaroma, Marjatta And Others

Real Life Results? Multisystem Support for Dysphasic Children.

Pub Date—Aug 90

Note—32p.; Paper presented at the International ISAAC Conference on Augmentative and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Aids (for Disabled), *Communication Disorders, *Communication Skills, Elementary Education, Expressive Language, *Language Handicaps, Sign Language, Speech Communication

Identifiers—*Augmentive Communication Systems, *Bliss Symbols, Dysphasia

The study assessed the use of Blissymbols in the spoken and signed language development of 10 school-aged (mean age 11.5 years) children with developmental dysphasia of whom four also were mildly retarded. The students' expressive abilities in signed and spoken words were initially assessed before the Bliss teaching began, and then again after 1 and 2 years. The total number of expressed symbols in all three communication systems showed a positive trend over the study period. The most statistically significant change was in spoken expression of adjectives in favor of communication by Blissymbols. It was also found that certain concepts which originally had been spoken or signed were later expressed only in sign or by using Blissymbols. Results are discussed in terms of implications for research, teaching, and communicative interactions. Includes 32 references. (DB)

ED 331 224

EC 300 205

Callahan, Ruth A. Reeves, Rebecca K.

Annual Assessment of School SLPs by Principals/Special Education Directors.

Pub Date—Nov 90

Note—9p.; Paper presented at the Annual Conference of the American Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *Language Handicaps, *Speech Handicaps, Speech Pathology, *Speech Therapy, State Standards, Teacher Evaluation, Teacher Improvement, *Therapists

Identifiers—*Georgia

The monograph presents the guidelines of the Georgia Department of Education for annual evaluation of school speech-language pathologists (SLP). A combination of assessment methods is recommended including observation and review of records. The philosophy and purposes of the SLP evaluation is briefly outlined and includes identification and reinforcement of effective SLP practices

and identification of SLPs who do not meet the minimum standards. Two evaluation instruments—the Georgia Speech-Language Pathologist Evaluation Instrument and the Georgia Speech-Language Pathologist Duties and Responsibilities Instrument—are identified. The importance of training evaluators is stressed and a recommended timeline for annual assessment provided. The steps of the evaluation process are explained and diagrammed in flow chart format. They are: (1) orientation; (2) pre-evaluation conference; (3) specific procedures in implementing assessment measures; (4) scoring and written comments; (5) post-evaluation activity and notification conferences; (6) annual evaluation summary report; (7) the annual evaluation conference; and (8) professional development plans. (DB)

ED 331 225

EC 300 206

Home Accessibility 1. Living as You Like To Live.

Designing for All.

PAM Assistance Centre, Lansing, MI.

Spons Agency—Department of Education, Washington, DC; Michigan State Board of Education, Lansing.

Pub Date—Feb 90

Note—9p.; For a related document, see EC 300 207.

Journal Cit—PAM Repeater; n58 Feb 1990

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), Building Design, Building Innovation, Design Requirements, *Physical Disabilities, Physical Mobility, Space Utilization

The brochure provides suggestions for adapting or building living quarters to accommodate persons with physical limitations. Encouraged is barrier-free universal design to allow all persons, disabled or able bodied, to move freely, independently, and safely in their surroundings. Illustrations and text provide guidance for design of ramps, front doors, more accessible bathrooms, kitchens, and clothes closets. A large cut-away diagram of a house details possible modifications. Also included are the sources of 13 additional resources and the addresses of seven barrier free contractors/consultants. (DB)

ED 331 226

EC 300 207

Ensign, Arselia, Ed.

Home Accessibility 2. Living as You Like To Live.

Approaches and Entrances to Your Home.

PAM Assistance Centre, Lansing, MI.

Spons Agency—Department of Education, Washington, DC; Michigan State Board of Education, Lansing.

Pub Date—Jan 91

Note—11p.; For a related document, see EC 200 206.

Journal Cit—PAM Repeater; n66 Jan 1991

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), *Building Design, Design Requirements, *Physical Disabilities, *Physical Mobility

The brochure provides suggestions for adapting or building approaches and entrances to the home to provide full accessibility to persons with mobility limitations due to disability or age. Briefly described are modifications for ramps, landings at the top and bottom of a ramp, and door openers and locks. This publication lists 13 sources for wheelchair and stair lifting devices, six sources of special elevating devices, 20 sources of ramps, 12 sources of ramps and lifts, two special option devices, and nine sources of power door openers and locks. Drawings illustrate many modifications, a table presents figures for determining a ramp's rise, and a chart can be used to check slopes of existing walks and ramps. (DB)

ED 331 227

EC 300 208

Payne, Sidney L.

An Awareness Program To Increase the Community Support Network for Head-Injured Children in Grades K-12 and Their Families.

Pub Date—Nov 90

Note—131p.; Ed.D. Practicum, Nova University.
Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Programs, Elementary Education, *Head Injuries, Knowledge Level, Needs Assessment, *Neurological Impairments, Parent Attitudes, Prevention, *Social Support Groups

The practicum developed a four-part program to promote a community support network to meet the needs of head injured children and their families. A primary goal was to increase the membership in the head injury support group and provide a network of community support for this population. A second aim was to increase the awareness of head injuries in the community at large. Initial interviews with 14 parents of head injured children revealed that the support group focused on the needs of the adults but parents felt that attending meetings only deepened their feelings of frustration and helplessness. The intervention program consisted of: (1) a multi-media awareness and prevention program; (2) an awareness and prevention program for grades 4, 5, and 6 and local service organizations; (3) an awareness and prevention program to educate state and local legislators; and (4) a program to update physicians on the activities, goals, and objectives of the support group. Results were generally positive with increased support group attendance, increased numbers of phone calls to the support group, and increased knowledge about head injuries in the target groups. Extensive appendices include the parent interview information, program evaluation data, attendance and phone call documentation, press releases, and the head injury prevention and awareness program presentations for school children and service organizations. Includes 23 references. (DB)

ED 331 228 EC 300 209

Rusch, Frank R., Comp.
Research in Secondary Special Education and Transitional Employment.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

Spons Agency—Illinois Planning Council on Developmental Disabilities, Springfield; Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield; Illinois State Dept. of Rehabilitation Services, Springfield; Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—90
Contract—300-85-0160; STILMIDOR-GPC-MHD983

Note—182p; For individual papers, see EC 300 210-217.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, Adults, Definitions, *Disabilities, *Education Work Relationship, Interpersonal Communication, Interpersonal Competence, Job Placement, Labor Turnover, Minority Groups, Parent Participation, Peer Relationship, Secondary Education, Special Education, *Supported Employment, Training Methods, Transitional Programs
Identifiers—Impairment Severity

This compilation of eight research papers covers various aspects of secondary-level special education and transitional employment involving individuals with mild to profound disabilities. Titles and authors of the papers are: "Parent Involvement in Transition Programs" (Jeff McNair and Frank R. Rusch); "Using a Cognitive-Process Approach To Teach Social Skills" (Lana Collet-Klingenberg and Janis Chadsey-Rusch); "An Analysis of Minority Status Supported Employees in Relation to Placement Approach and Selected Outcomes" (Philip G. Wilson and others); "Analysis of Co-worker Involvement in Relation to Level of Disability versus Placement Approach among Supported Employees" (Frank R. Rusch and others); "Toward a Definition of Social Skills: Implications for Adults with Mental Retardation in Employment Settings (Janis Chadsey-Rusch); "Social Interactions of Secondary-Aged Students with Severe Handicaps: Implications for Facilitating the Transition from School to Work" (Janis Chadsey-Rusch); "An Analysis of the Reasons for Job Separations in Relation to Disability, Placement, Job Type, and Length of Employment" (Thomas R. Lagomarcino and Frank R. Rusch); and "Co-worker Involvement Scoring Manual and Instrument" (Frank R. Rusch and others). (JDD)

ED 331 229 EC 300 210

McNair, Jeff Rusch, Frank R.
Parent Involvement in Transition Programs.

Pub Date—90
Note—21p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

RIE SEP 1991

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Decision Making, *Disabilities, Education Work Relationship, Employment, Independent Living, Parent Attitudes, *Parent Participation, Parent Responsibility, Participant Satisfaction, Secondary Education, Teamwork, *Transitional Programs, Wages, Young Adults

This survey of 85 parents of children with handicaps (ages 14-25) assesses the involvement of parents in the transition process of the young person from home to work or independent living, the kind of involvement they desire, and responsibilities they would be willing to assume in order to be involved. Findings show that although more than one-third of parents were without transition programs, nearly two-thirds were involved or were anticipating involvement in some type of program. Significantly more parents wanted to be involved with the transition team and have an equal part in decision making than had the opportunity to do so. Virtually all parents desired involvement. Parents also indicated that they had preferences for their child's post-school life, relating to not living at home, working in the community, and earning a wage equal to or greater than the minimum. A copy of the survey questionnaire is included. (10 references) (JDD)

ED 331 230 EC 300 211

Collet-Klingenberg, Lana Chadsey-Rusch, Janis
Using a Cognitive-Process Approach To Teach Social Skills.

Pub Date—90

Note—26p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Criticism, Employment, Interpersonal Competence, Job Skills, *Learning Processes, *Moderate Mental Retardation, Secondary Education, Skill Development, Student Reaction, *Training Methods

This study evaluated a cognitive-process approach used to train three secondary-aged students with moderate mental retardation on a social skill involving response to criticism. The cognitive-process approach teaches a generative process of social behavior rather than specific component behaviors; relies on receptive and expressive language skills; actively involves learners; and requires learners to analyze, discriminate, and respond to multiple stimuli. In this study, subjects were presented with five scenarios depicting workers being criticized, and were then given training in four components of the cognitive-process approach: social decoding skills, social decision skills, social performance skills, and social evaluation skills. Instructional techniques included modeling, rehearsal, and feedback. Two of the three students successfully learned the process and generalized their performance to untrained stimuli after process training. (25 references) (JDD)

ED 331 231 EC 300 212

Wilson, Philip G. And Others
An Analysis of Minority Status Supported Employees in Relation to Placement Approach and Selected Outcomes.

Pub Date—90
Note—14p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, American Indians, Asian Americans, Blacks, Comparative Analysis, *Disabilities, *Employment Level, Employment Programs, Hispanic Americans, Intelligence Quotient, *Job Placement, *Minority Groups, *Supported Employment, Wages

This study investigated potential differences between nonminority and minority groups of individuals with disabilities, in terms of employment placement approach utilized and employment outcomes achieved. The 173 minority status individuals represented four subgroups: Black, Hispanic, Asian, and American Indian. Dependent variables analyzed included: primary disability; intelligence quotient; age; gender; previous placement (developmental training, regular workshop, or work adjustment training); placement approach (individual, group, or mobile work crew); wages earned per hour; hours worked per month; and monthly earnings. Results showed that there were not significant differences among minority subgroups for intelligence quotient, age, average hours worked per

month, or mean monthly wages. However, Hispanics earned significantly more money per hour than Asians. The study also found that minority-status supported employees were somewhat younger, had higher intelligence quotient scores, and had higher monthly wages than their 696 nonminority counterparts. (15 references) (JDD)

ED 331 232 EC 300 213

Rusch, Frank R. And Others
Analysis of Co-Worker Involvement in Relation to Level of Disability versus Placement Approach among Supported Employees.

Pub Date—90
Note—22p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Employees, Interaction, Interpersonal Communication, *Interpersonal Relationship, Job Placement, *Mental Retardation, *Social Integration, *Supported Employment
Identifiers—Impairment Severity

The study reported in this paper investigated the type and level of co-worker involvement reported by employment specialists who placed 264 Illinois supported employees individually, in groups, or in mobile work crews, and also investigated the relation of level of disability to type of placement. The study found that co-workers associate with supported employees during the work day and assume evaluation and training responsibilities. Co-workers appear to associate, evaluate, and train a supported employee more often when the employee has mild mental retardation than when the mental retardation is severe. Supported employees who were employed in mobile work crews were much less involved with co-workers than they were with employees in other placement options. Nondisabled co-workers rarely visited the supported employees to share activities away from the work site, such as worshipping or bowling. (31 references) (JDD)

ED 331 233 EC 300 214

Chadsey-Rusch, Janis
Toward a Definition of Social Skills: Implications for Adults with Mental Retardation in Employment Settings.

Pub Date—90
Note—24p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Cognitive Processes, *Definitions, Employees, Interpersonal Competence, *Learning Processes, *Mental Retardation, Skill Development, Social Behavior, *Supported Employment, *Training Methods

This paper proposes a definition of social skills in order to operationalize the components that need to be considered when teaching social skills to individuals with mental retardation in employment settings. It also presents current approaches to teaching social skills in employment settings. Social skills are defined as goal-oriented, rule-governed learned behaviors that are situation specific and vary according to social context; they also involve both observable and nonobservable cognitive and affective elements that assist in eliciting positive or neutral responses and avoiding negative responses from others. Five different approaches used to train social skills in employment settings are described, including: social skill training packages (generally consisting of a rationale for a given behavior, modeling, practice through role-play, and feedback); social scripts; training in natural work settings; self-control training; and process training. Process training addresses most of the components specified in the definition, but the need for more research on the role of this approach in training social skills is emphasized. (Approximately 50 references.) (JDD)

ED 331 234 EC 300 215

Chadsey-Rusch, Janis
Social Interactions of Secondary-Aged Students with Severe Handicaps: Implications for Facilitating the Transition from School to Work.

Pub Date—90
Note—29p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Education Work Relationship, Interaction, Interpersonal Communication, *Job Training, Peer Relationship, Secondary Education, *Severe Mental Retardation, *Teacher Student Relationship, Time on Task, *Transitional Programs

This study describes the social interactions used by a group of 10 secondary-aged students with severe to profound mental retardation, using data gathered through the use of narrative recording procedures. The students' interactions were recorded during school arrival, lunch, and vocational training. Results are presented along three dimensions: task versus non-task interactions; direction of interactions; and purpose of interactions by condition. Results of teacher ratings and parent interviews are also presented. Students interacted 99% of the time with other adults. Students were involved primarily in task-related interactions in which the purpose was to direct, question, or provide information. Even at lunch, which is primarily a social time for nonhandicapped workers, interactions between teachers and students involved directions, questions, and information related to feeding or lunch programs. Though students were judged to be in the fluency and maintenance stages of learning their jobs, they received even more directions, praise, and criticism in vocational contexts than in the other contexts. Results are discussed with respect to the implications they have for facilitating the transition from school to work. (34 references) (JDD)

ED 331 235 EC 300 216

Lagomarcino, Thomas R. Rusch, Frank R.
An Analysis of the Reasons for Job Separations in Relation to Disability, Placement, Job Type, and Length of Employment.

Pub Date—90

Note—15p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Disabilities, Economic Factors, Emotional Disturbances, Employment Level, Employment Patterns, Employment Programs, Job Layoff, Labor Problems, *Labor Turnover, Mental Retardation, Occupational Mobility, Physical Health, *Supported Employment, Tenure

Identifiers—*Impairment Severity

This investigation addressed the extent to which persons with disabilities separated from their jobs because of type of placement model, type of job, and job tenure. Level of disability was also studied as a factor. A total of 380 supported employees (ages 16-66) who separated from 411 jobs served as subjects. Results suggest that health- and economic-related reasons contributed to more job separations among persons with moderate, severe, or profound mental retardation and psychiatric disabilities, while lack of job responsibility and social-vocational behavior were reasons reported most often for persons with mild mental retardation. There were no significant differences among the three types of placements (individual, group, and mobile crew) and reasons for job separation. Among employees in janitorial/maintenance and food service occupations, poor production was the primary reason for job separation. Among supported employees in light-industrial positions, health was the major reason. Persons with mild mental retardation experienced significantly more positive changes in job status than persons with moderate to profound mental retardation or persons with psychiatric disabilities. Persons in individual placements experienced more positive job changes than persons in other placements, and persons in janitorial/maintenance positions or food service positions had more positive changes than persons in light industrial jobs. (15 references) (JDD)

ED 331 236 EC 300 217

Rusch, Frank R. And Others
Co-Worker Involvement Scoring Manual and Instrument.

Pub Date—90

Note—31p; In: Rusch, Frank R., Research in Secondary Special Education and Transitional Employment; see EC 300 209.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Behavior Rating Scales, *Disabilities, Employees, Employment Programs, Interaction, Interpersonal Communication, Job

Placement, *Peer Relationship, Social Integration, *Supported Employment, Test Reliability
Identifiers—Coworker Involvement Instrument (Rusch et al)

Because of their consistent presence in the work environment, co-workers have been identified as a potentially powerful resource available to provide support to employees with disabilities in supported employment programs. The "Co-worker Involvement Instrument" allows employment training specialists and job supervisors to estimate co-worker involvement with target employees after job placement. The items on the instrument assess physical integration, social integration, training, frequency of associating, appropriateness of associating, befriending, advocating, evaluating, and giving information. Studies have found the instrument to demonstrate good interrater and test-retest reliability. This paper includes a copy of the instrument, a glossary, and instructions for scoring co-workers and for scoring employment site demographics. (28 references) (JDD)

ED 331 237 EC 300 218

Gonzalez, Patricia And Others
Compendium of Project Profiles: 1990.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—90

Contract—300-85-0160

Note—421p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Case Studies, Delivery Systems, *Demonstration Programs, *Disabilities, *Education Work Relationship, Employment, Family Involvement, Federal Programs, Job Training, Learning Disabilities, Mild Disabilities, Models, Parent Participation, Postsecondary Education, Secondary Education, Severe Disabilities, Training Methods, Transitional Programs, Vocational Rehabilitation
Identifiers—*Office of Special Educ Rehabilitative Services

This annual directory describes current and newly expired projects funded under the United States Office of Special Education and Rehabilitative Services' (OSERS) Secondary and Transition Initiative. Project areas include family networking, secondary and transition services follow-up and follow-along projects, training and employment models for youth with handicaps, postsecondary education programs for handicapped persons, innovative programs for severely handicapped children to develop transition skills, models for planning and implementing transitional services for secondary-aged handicapped youth, models for providing secondary mainstreamed learning-disabled and other mildly handicapped students with job-related training, and special projects and demonstrations for providing vocational rehabilitation services to severely disabled individuals. The compendium is divided into six sections: (1) an introduction which describes the Transition Initiative and the role of the Transition Institute at Illinois; (2) a section containing case studies illustrating the impact of transition services upon individuals participating in these federally funded projects; (3) an overview, which describes in tables, figures, and text the characteristics of 94 model projects funded in 1990 in OSERS' competitive selection process; (4) the main section consisting of individual profiles for 1990 projects, profiles of the funding competitions, and profiles of projects that expired in 1989; (5) an index by key personnel, location, and handicapping conditions served; and (6) appendixes which contain project questionnaires and contact information for project directors. (JDD)

ED 331 238 EC 300 219

Cheatum, Billye Ann
Competency-Based Training Program—Teachers of Physical Education for Handicapped Individuals. Summer Institute Final Report, 1986-1990.

Western Michigan Univ., Kalamazoo.
Spons Agency—Department of Education, Washington, DC.

Pub Date—90

Contract—G008630197

Note—70p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adapted Physical Education, *Competency Based Teacher Education, *Disabilities, Elementary Secondary Education, Federal Programs, Graduate Study, Higher Education, *Program Implementation, State Standards, Teacher Certification, Undergraduate Study
Identifiers—Kalamazoo Public Schools MI, Michigan, Western Michigan University

This federally funded project's goals were to provide a competency-based training program that would enable Western Michigan University graduate and undergraduate students to meet Michigan's endorsement requirements for teaching physical education to handicapped individuals, and to provide direct services to handicapped children in the Kalamazoo (Michigan) Public School District and surrounding areas. The final report describes project accomplishments in terms of course offerings, numbers of students enrolled, practica experiences, and cooperative relationships. As a result of the project, 15 graduate students completed sufficient credits to receive full approval as teachers of physical education for handicapped individuals and 16 students had applied for approval. In addition, 210 children enrolled in the Special Physical Education Learning Laboratory were provided with assessment, prescription, and program implementation. Appendixes, which comprise over half of the report, include: brochures and forms, evaluation instruments, management plan, dissemination plan, Michigan competency requirements, and results of project evaluation by graduate students and by parents of children with disabilities. (JDD)

ED 331 239 EC 300 221

Warner, Don And Others
Educational Resource Guide.

California State Dept. of Developmental Services, Sacramento.

Pub Date—Dec 90

Contract—990064

Note—357p.; Prepared by the Center for Curriculum Development.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Blindness, Computer Software, Deafness, *Disabilities, Educational Methods, Elementary Secondary Education, Fund Raising, Grantsmanship, Head Injuries, Hearing Impairments, Information Sources, Learning Disabilities, Periodicals, Private Agencies, Reference Materials, *Rehabilitation, *Social Services, Videotape Recordings, Visual Impairments
Identifiers—California

This resource book serves as a bibliography and a directory of information sources and educational/rehabilitation service providers for all categories of disabilities. The book was developed for use by individuals in the 11 state hospitals and developmental centers in California. The resource guide's scope includes: agencies, software, videotapes, reference books, reference journals, and funding references. The "Agencies" section provides an extensive list of direct service and information providers across the United States that can serve as general resources for counselors, teachers, therapists, and other professionals. Information provided includes agency name, address, telephone number, area of specialization, and service description. Separate subdirectories of four types of agencies are included: blind/visually impaired; deaf/hearing impaired; head injuries; and learning disabilities. The "Software," "Videotape," "Reference Book," and "Reference Journal" sections list such information as the publisher's name, address, and telephone number; specialty; type of products; audience; and grade level. The "Funding References" section includes books, newsletters, and California resource centers, with appropriate bibliographic or directory information. (JDD)

ED 331 240 EC 300 222

A Reference Manual for Parent Training about Supported Employment. Third Edition. Revised.

PACER Center, Inc., Minneapolis, MN.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—90

Note—130p.; Compiled by the Supported Employment Parent Training Technical Assistance (SEPT/TA) Project.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Developmental Disabilities, *Disabilities, *Educational Resources, Education Work Relationship, Head Injuries, Individual Development, Instructional Materials, Mental Disorders, *Parent Education, Personal Autonomy, Program Descriptions, *Supported Employment, Transitional Programs

The 1990 edition of this reference manual deals with parent training about supported employment for persons with disabilities. It comprises an annotated bibliography (approximately 500 items) of journal articles, manuscripts, books, and audiovisual materials, and a listing of some of the parent training projects that have developed workshops and resources. The first section includes resources for parent training, including parent perspective resources, parent training models, national and state projects for parent training information, audiovisual aids, and resources for trainers. The second section lists resources on supported employment, including information on supported employment for persons with developmental disabilities, chronic mental illness, or traumatic brain injury. Also covered are social security and work incentives. Information resources on the transition from school to work and community living are listed in the third section. The last section lists resources on personal futures planning and self-determination. Appendices contain a parent training resource list, a listing of newsletters, a directory of journals, and a bibliographic information form. (DB)

ED 331 241

EC 300 223

Borstein, Sue And Others

Project U.N.I.Q.U.E.: A Program Addressing the Needs of the Gifted Underachiever in Grades 3-6.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date—Jun 88

Note—145p; Print is variable and may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cognitive Style, Curriculum, Elementary Education, *Emotional Development, *Gifted, Humanistic Education, Individual Differences, Instructional Materials, Intermediate Grades, *Intervention, Lesson Plans, Program Effectiveness, Study Skills, *Underachievement

Identifiers—Project UNIQUE NJ

The report describes Project UNIQUE (Underachievers Needing Individualized and Qualitative Unique Education) for gifted underachieving students in grades 3-6, stressing three major instructional components: (1) an affective curriculum; (2) a differentiated curriculum; and (3) a study skills curriculum. The program includes inservice involvement of classroom teachers, parent involvement, small student groups (four to seven students) meeting for weekly teaching sessions, and specially developed instructional materials. The instructional materials include diagnostic packets and sets of lessons addressing affective development, study skills, and individual learning styles. Each of the program components is presented in outline format including objective, rationale, explanation, and outcome or evaluation. Also included is an evaluative study of the project which found that the program had a positive impact on participants. A variety of evaluation forms for use by teachers, parents, and students are included as well as 21 lesson plans. Includes 49 references. (DB)

ED 331 242

EC 300 224

Child Health USA '90.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Report No.—HRS-MC-90-1

Pub Date—Oct 90

Note—52p; Photographs will not reproduce.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Child Abuse, *Child Health, Child Neglect, Children, Death, *Disabilities, Diseases, Health Services, Incidence, Infants, *Needs Assessment, Physical Health, Poverty, Sexuality, *Special Health Problems, Statistical Data

The report summarizes the health status and service needs of children in the United States. The first of the report's three sections describes the general population to provide a context for health measures.

In the second section selected health status measures are presented graphically with accompanying text organized according to three age groups—infants, children, and adolescents. In the third section, measures of health services utilization are presented. Topics addressed include: poverty; family structure; child care; school dropouts; infant mortality; neonatal and post-neonatal mortality; low birth weight; infant feeding; congenital anomalies; child mortality; child hospitalization; limitation of activity due to chronic diseases; oral health; injuries; child abuse and neglect; childhood obesity; causes of death among 10-19 year olds; teenage sexuality; child, adolescent, and young adult AIDS (Acquired Immune Deficiency Syndrome); substance abuse; childhood immunization; prenatal care; physician visits; physician/hospital utilization by income status; health care financing; Medicaid coverage; use of physician services by perceived health status; and physician/hospital utilization in children with chronic conditions. (DB)

ED 331 243

EC 300 225

Brazeau, Karen And Others

Special Education and Special Student Services.

Status Report.

Oregon State Dept. of Education, Salem. Special Education Section; Oregon State Dept. of Education, Salem. Student Services Section.

Pub Date—Dec 90

Note—112p.

Available from—Oregon State Department of Education, Publication Sales, Salem, OR 97310-0290 (\$7.50).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American Indian Education, Ancillary School Services, *Compensatory Education, *Disabilities, Dropout Prevention, Early Intervention, Education Work Relationship, Elementary Secondary Education, Gifted, Hospitalized Children, Limited English Speaking, Migrant Education, Preschool Education, Pupil Personnel Services, *Special Education, Special Programs, Special Schools, *State Programs

Identifiers—*Oregon

The four sections of this report use text, graphs, and tables to present the status of Oregon programs providing special education, compensatory education, student services, early childhood education, and special projects. The first section, on special education, provides the mission statement and the state's goals for special education and then presents data for school-based programs for students with mild mental retardation, serious emotional disturbance, specific learning disabilities, and speech/language impairments. Additional state-operated and/or state-supported programs including hospital programs, regional programs, private agency education programs, trainable mental retardation programs, the talented and gifted program, and early intervention are also described. Data on the two state schools for individuals with blindness or deafness are presented next. The second section covers compensatory education programs including the Chapter I program, the Indian education program, programs for limited English proficient students and for migrant education, the state disadvantaged child project, Title IV civil rights programs, and measures for homeless children and youth. Section III on student services and early childhood education describes the Child Development Specialist position, residential youth care centers, student retention activities, the parent education program, the Oregon prekindergarten program, guidance and counseling programs, student activities, and health services. The last section covers special projects such as Oregon's secondary special education and transition program, the Study of Serious Emotional Disturbance, and the Very Special Arts Program. (DB)

ED 331 244

EC 300 226

O'Toole, Brian

Step by Step: A Community Based Rehabilitation Project with Disabled Children in Guyana. Bilingual Version = Pas a pas: Un projet de réadaptation a base communautaire pour les enfants handicapés au Guyana. Version bilingue.

Notes, Comments...No. 109.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations, New York, NY. World Food Programme.

Report No.—ED-90/WS-13

Pub Date—Feb 90

Note—54p.

Language—French; English

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Children, Community Programs, Cost Effectiveness, Developing Nations, *Disabilities, Early Childhood Education, *Early Intervention, Foreign Countries, Home Programs, Paraprofessional Personnel, Parent Participation, Program Effectiveness, Program Evaluation, Rehabilitation Programs, *Rural Education, Teachers, Training Methods, Volunteers

Identifiers—*Guyana

The document, in both English and French, describes a two-year project in Guyana based on the principle of community-based rehabilitation (CBR), which stresses training local community residents as supervisors to provide training of rehabilitation workers and direct services to children with disabilities living in rural areas. The program provided twice-weekly training over 15 months to 30 volunteers and 25 nursery school teachers. Trainees then introduced a training program to a total of 53 children in cooperation with family members. Program evaluation was predominantly positive. Volunteers were more effective than the nursery school teachers who participated as part of their normal work week. Other evaluation findings indicated that parents were often enthusiastic participants, that clear progress was made by most children (especially those whose parents were heavily involved), and that parental attitudes improved. Five case studies illustrate program effects. Briefly considered is the program's relationship with specialized facilities and the cost of the project (\$45 per child per year). Key features of a successful CBR project are identified, including establishing a good foundation before beginning a project, the rehabilitation therapist as a promoter of community development, utilizing a new model of supervision, developing a flexible curriculum, encouraging parent associations, and seeing the role of the coordinator as primarily that of a facilitator of human relations. Includes 9 references. (DB)

ED 331 245

EC 300 227

Kofsky, Gale E.

Increasing the Timeliness and Accuracy of Data Entry for Exceptional Education Students Ages 3 to 21 through the Use of Hands-On Computer Inservice Training.

Pub Date—26 Nov 90

Note—73p; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Oriented Programs, Database Management Systems, Data Processing, *Disabilities, *Gifted, Inservice Education, Inservice Teacher Education, Keyboarding (Data Entry), *Recordkeeping, Records (Forms), Student Records

The practicum utilized four inservice training sessions to teach data entry clerks, staffing specialists, special educators, and gifted teachers to enter student data into the school system's data base management system on a more timely basis and with greater accuracy. The practicum also developed data input forms which could be used regardless of employee position, level of understanding of special education terminology, or experience with computers. Inservice training on re-evaluation procedures and data entry for teachers of the gifted was another practicum component. The practicum demonstrated that online data entry can be improved by involving administrators, setting program compliance levels, using data entry forms, and providing hands-on inservice. Such inservice training should be designed to remove the fear of using computers, and be paced according to the experience level of the participants. Appended are the data input record sheet and the survey form used to assess data entry procedures and understanding of terminology. Includes 12 references. (DB)

ED 331 246

EC 300 228

Gibbs, Elizabeth D. And Others

Local Communication for Children with Down Syndrome? Patterns across Six Children.

Pub Date—18 Nov 90

Note—15p; Poster presented at the Annual Conference of the American Speech-Language-Hearing Association (Seattle, WA, November 18, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comprehension, *Downs Syndrome, Early Intervention, Expressive Language, Home Programs, Individual Differences, Infants, *Language Acquisition, Parent Child Relationship, *Parent Participation, Program Effectiveness, Receptive Language, Sign Language, Total Communication, Verbal Ability, Young Children

The project evaluated the effectiveness of using Total Communication (simultaneous use of sign language and speech) with six infants with Down syndrome as a means of fostering communication while verbal skills and articulatory proficiency develop. Each child was seen within the home environment every second week through 24 months of age and once a month from 25 through 30 months of age. Parents were taught signs for common toys and objects as well as common activities. Subjects were frequently evaluated for comprehension (17 to 24 months of age) and expressive language (through 30 months of age) and parents were asked to keep a language diary of their child's vocabulary development in both signs and words. Results were quite variable among the children, stressing the importance of individual differences. Findings suggest therapists should consider the following factors in deciding whether to use a Total Communication approach: (1) the degree to which the child is exhibiting a verbal expressive language delay relative to his/her receptive language at 12 months and 24 months; (2) the status of the child's middle ear function and hearing acuity; (3) the child's oral-motor status or extent of difficulty in the area of feeding; and (4) the parent's comfort level and ability to use Total Communication consistently. Test results for each child are presented graphically in the appendices. Includes nine references. (DB)

ED 331 247

EC 300 229

Murphy, Douglas L. And Others

Do Something about It-Think! Cognitive Coping Strategies and Stress and Well-Being in Parents of Children with Disabilities.

Pub Date—11 Aug 90

Note—31p; Paper presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 11, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Child Rearing, Cognitive Structures, *Coping, *Disabilities, Parent Attitudes, Parenting Skills, *Predictor Variables, Self Evaluation (Individuals), *Stress Variables, Test Reliability, Test Validity, *Well Being

This study sought: (1) to develop and collect evidence of reliability and validity for self-report instruments to measure cognitions about the experience of having a child with a disability; and (2) to examine the relationship of these cognitions with measures of stress and well-being among parents of children with disabilities. Cognitions included causal attributions, perceptions of mastery/control, social comparisons, and positive contributions. The study surveyed 1270 parents representing 893 families of persons with disabilities. Compared to other research, results indicated weaker relationships between characteristics of the child and parent and measures of stress. Results suggest that the way that parents think about having and raising a child with a disability is as good a predictor of how much stress they experience as more objective aspects of their situation such as child's age or family income. The study provided moderate support for S. E. Taylor's theory of cognitive adaptation, especially in regard to the role of making social comparisons and construing positive benefits with adjustment. However, little evidence was found to show that causal attributions and perceptions of control serve to reduce stress or bolster well-being. A description of the Family Perceptions Research Project which undertook the study is appended. (29 references.) (JDD)

ED 331 248

EC 300 231

Austin, Joan Kessler

Childhood Epilepsy and Asthma: Family Strengths Associated with Child Adaptation.

Spons Agency—National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.

Pub Date—12 Nov 90

Note—21p; Paper presented at the Meeting of the

National Council on Family Relations (52nd, Seattle, WA, November 1990). For a related document, see EC 300 232.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), Adjustment (to Environment), *Asthma, Comparative Analysis, Coping, Elementary Education, *Epilepsy, *Family Characteristics, Parent Attitudes, *Stress Variables

Identifiers—Double ABCX Model

This study aimed to describe demographic, seizure, and family characteristics associated with good and poor adaptation to childhood epilepsy and contrast them with demographic, asthma, and family characteristics associated with good and poor adaptation to childhood asthma. Children with asthma were selected as a comparison sample because epilepsy and asthma are both chronic medical conditions that are characterized by unpredictable episodes that generally require regular intake of medication and regular visits to a physician. Data were gathered from the children (ages 8-12), their mothers, and their school teachers. The theoretical framework for the selection of family characteristics was the Double ABCX Model of Family Adaptation and Adjustment in which three factors affecting coping are family demands or stressors on the family, family adaptive resources, and family definition or attitudes toward the condition and its impact. Results showed that family strength variables were strong predictors of child adaptation to both epilepsy and asthma. The mother's attitude was the strongest predictor of child adaptation for asthma but was not a strong predictor for epilepsy. (14 references.) (JDD)

ED 331 249

EC 300 232

Austin, Joan Kessler

Childhood Epilepsy and Asthma: A Test of an Extension of the Double ABCX Model.

Spons Agency—National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.

Pub Date—13 Nov 90

Note—20p; Paper presented at the Annual Meeting of the National Council on Family Relations (52nd, Seattle, WA, November 1990). For a related document, see EC 300 231.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), Adjustment (to Environment), *Asthma, Attitudes, Comparative Analysis, *Coping, Elementary Education, *Epilepsy, Family Characteristics, *Models, Parent Attitudes, Predictor Variables, *Stress Variables

Identifiers—*Double ABCX Model

The Double ABCX Model of Family Adjustment and Adaptation, a model that predicts adaptation to chronic stressors on the family, was extended by dividing it into attitudes, coping, and adaptation of parents and child separately, and by including variables relevant to child adaptation to epilepsy or asthma. The extended model was tested on 246 children (126 with epilepsy and 120 with asthma, ages 8-12), using data gathered in interviews and questionnaires involving the children, their mothers, and their school teachers. Structural equation modeling was carried out to test the model's relationships. Coping and adaptation measures were treated as endogenous variables and family adaptive resources, demographics, family demands, attitudes, health condition, and school status measures were treated as exogenous variables. Moderate support was found for the variables proposed in the extended Double ABCX Model child adaptation to epilepsy or asthma. Child coping patterns were the strongest predictors of child adaptation at home and at school, and child's attitude was the strongest predictor of child self-concept. However, parental coping, demographic, and health condition variables accounted for essentially no variance in child adaptation. The model to predict child adaptation to epilepsy was more complex than the model for asthma in that more exogenous variables were retained. (14 references.) (JDD)

ED 331 250

EC 300 233

Stevens, John H.

The Selection of a Van Lift or a Scooter.

PAM Assistance Centre, Lansing, MI.

Pub Date—Sep 90

Note—9p.

Available from—PAM Assistance Centre, 601 W.

Maple St., Lansing, MI 48906.

Journal Cit—PAM Repeater; n63 Sep 1990

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Equipment Utilization, Evaluation Criteria, *Mobility Aids, *Physical Disabilities, *Physical Mobility, Purchasing, *Selection, Summative Evaluation, Transportation

Identifiers—*Lifts (for Disabled), *Scooters (for Disabled)

This newsletter issue describes 3-wheeled scooters and van lifts that can assist a person with a disability to drive independently or have access to transportation. The section on van lifts compares hydraulic lifts and electric lifts, lists manufacturers, and offers an "assessment quiz" outlining factors to consider in selecting a van lift. In the section on battery-powered scooters and 3-wheelers, such features are described as power and drive systems, batteries, steering and control features, braking, seating, and armrests. A list of manufacturers and questions to consider when selecting a 3-wheeled scooter are included. (JDD)

ED 331 251

EC 300 234

Heiner, Donna, Comp. Brook, Emily, Comp.

Public Domain and Shareware Programs: An LLRC Fact Sheet.

PAM Assistance Centre, Lansing, MI.

Pub Date—Nov 90

Note—13p.

Available from—PAM Assistance Centre, 601 W.

Maple St., Lansing, MI 48906.

Journal Cit—PAM Repeater; n64 Nov 1990

Pub Type—Reference Materials - Directories/Catalogs (132) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assistive Devices (for Disabled), Computer Oriented Programs, *Computer Software, *Disabilities, Microcomputers, Resources

Identifiers—*Public Domain Software, *Shareware

This resource guide explains the differences between shareware and public domain computer software programs. Over 90 sources that make these programs available are listed, including organization name, address, telephone number, general costs, and computer types. Several sources that specialize in special education software or adaptive software are indicated. (JDD)

ED 331 252

EC 300 235

Minnesota Chemical Dependency Program for the Hearing Impaired [and] Proposed Evaluation, Treatment and Aftercare Plan.

Pub Date—[90]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Services, Cultural Awareness, Drug Abuse, *Evaluation, *Hearing Impairments, Intervention, Program Descriptions, Residential Programs, Sign Language, *Substance Abuse, *Therapy, Young Adults, Youth

Identifiers—*Minnesota Chemical Depend Prog for Hear Imp Youth

The Minnesota Chemical Dependency Program for Hearing Impaired Youth, a joint venture of St. Mary's and Fairview Riverside Hospitals, is part of Riverside Medical Center and housed at Saint Mary's Hospital in Minneapolis. It is an 18-bed inpatient program serving hearing-impaired individuals aged 16 years and up. All staff (including such personnel as a psychiatrist, psychologist, and chaplain) are fluent in American Sign Language and respectful of deaf culture. The program also has a certified teacher of the hearing impaired, a communication specialist, and several recovering deaf role models. This paper describes the program's objectives and processes for evaluating clients, treatment objectives and processes, types of therapy, and aftercare procedures. (JDD)

ED 331 253

EC 300 236

Guthmann, Debra And Others

Placement, Treatment, Transition and Ethical Issues when Serving Chemically Dependent Deaf and Hard-of-Hearing Clients.

Pub Date—[90]

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Counseling Techniques, Deafness, Delivery Systems, Drug Abuse, Ethics, *Hearing Impairments, *Intervention, Placement,

Program Descriptions, *Program Development, *Substance Abuse, Therapy, Transitional Programs, Young Adults, Youth

Identifiers—*Minnesota Chemical Depend Prog Hear Impaired Youth

This paper describes Riverside Medical Center's Minnesota Chemical Dependency Program for Hearing Impaired Youth, which began in Minneapolis in 1989 to serve chemically dependent hearing-impaired adolescents and young adults, primarily aged 16 to 25 but sometimes serving clients as young as 12. The paper offers a rationale for development of a special program to serve the communication needs of youth and young adults with hearing impairments and describes the program's origins, program staff, therapeutic techniques, mainstreaming with hearing groups for therapy, dealing with patients' confrontations and defenses, relation to chemical dependency to self-esteem, disciplinary methods, family involvement, involvement with Alcoholics Anonymous/Narcotics Anonymous, commitment toward education and prevention, and aftercare placement. (JDD)

ED 331 254 EC 300 237

Guthmann, Debra

Saying No in College: How To Deal with Substance Abuse among Deaf and Hard of Hearing Students.

Pub Date—[90]

Note—16p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcohol Abuse, College Students, Counseling, Cultural Background, Deafness, Delivery Systems, Drug Abuse, *Hearing Impairments, Higher Education, Incidence, *Intervention, Models, Prevention, *Student Characteristics, *Substance Abuse

This paper discusses issues and offers recommendations related to drug/alcohol counseling and drug/alcohol abuse prevention for postsecondary school personnel who work with deaf or hard-of-hearing students. The paper discusses characteristics of the target population, the lack of appropriate treatment services, communication modes of the target population, cultural aspects of deafness, prevention approaches of colleges and universities, the need for support groups, and types of substances being used. A comprehensive chemical health model is recommended that includes program development, intervention, education, and training. (JDD)

ED 331 255 EC 300 238

MacDonald, James D. Carroll, Jennifer Young
A Social Partnership Model for Assessing Early Communication Development.

Pub Date—Nov 90

Note—21p.; Paper presented at the Annual Conference of the Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Caregiver Speech, Case Studies, Child Language, *Communication Disorders, *Communication Skills, Evaluation Methods, Interpersonal Communication, Intervention, Language Acquisition, *Models, Preschool Education, Skill Development

Identifiers—*Ecological Communication Model

This paper summarizes and illustrates an approach to assessment of communication development and treatment which focuses on the early relationships of pre-conversational children with their significant adults. The assessment approach is part of the Ecological Communication (ECO) model, which views caregivers of delayed children as critical to the communicative development of children, as their use of interactive and communicative strategies allows the children to learn spontaneously from them during frequent, habitual conversational exchanges. The model focuses on five developmental competencies: becoming play partners, becoming turn-taking partners, becoming nonverbal communication partners, becoming language partners, and becoming conversation partners. The paper presents a brief history and theoretical framework for the approach; reviews the dimensions of the ECO model with an emphasis on assessment; and illustrates the approach with case studies, one for each of the five developmental competencies. Appendices contain assessment instru-

ments and handouts. (48 references.) (JDD)

ED 331 256 EC 300 239

Gold, Ruby Strong, Michael

A Year in the Life of DeafCAN: Minority Deaf Students in a Community College.

California Univ., San Francisco. Center on Deafness.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—[90]

Note—108p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Education, College Students, Community Colleges, *Deafness, English, Ethnography, Group Dynamics, *Group Experience, Mainstreaming, *Mental Health, Models, Participant Observation, Program Evaluation, Qualitative Research, Sign Language, Social Support Groups, Special Programs, Student Development, Student Educational Objectives, *Student Personnel Services, Teacher Student Relationship, Two Year Colleges

Identifiers—DeafCAN, *Laney College CA

The monograph reports on a year-long ethnographic study of a program for deaf students, DeafCAN (College Access Network) at Laney College, a community college in Oakland, California. During the 1988-89 year of observation, the program offered six specially designed courses, a daily lab hour, tutoring services, and a women's support/rap group. The study was designed to describe the program, evaluate the program, and construct a program model for dissemination. The study particularly looked at: the effects of the program on the mental health of the 12 new students, bilingualism and the use of American Sign Language and English, student goals, and DeafCAN as a family. Extensive tape recordings (video and audio) of classroom and informal settings provided the data for analysis. Individual chapters of the report address the following: the setting; the DeafCAN program; the DeafCAN staff; staff meetings; DeafCAN students; students' language attitudes; students' social networks; student writing samples; underlying themes in the DeafCAN program; the impact of DeafCAN on students' mental health; student goals; DeafCAN as a bilingual/bicultural program; DeafCAN as a family; relationships between students and staff; and contact between deaf and hearing cultures. Extensive quotes and anecdotal accounts are included in the report. (DB)

ED 331 257 EC 300 240

Lee, Marjorie Verban, David

Parents Alliance Employment Project: Moving Ahead with Integrated Employment. An Update. Third Edition.

Special Education Parents Alliance, Glen Ellyn, IL. Spons Agency—Illinois State Dept. of Public Aid, Springfield; Illinois State Dept. of Rehabilitation Services, Springfield.

Pub Date—Sep 90

Note—20p.; For a related document, see ED 294 379.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agencies, Employment Potential, *Employment Services, Job Development, *Job Placement, *Learning Disabilities, *Mental Retardation, Needs Assessment, *Parent Associations, Program Administration, Program Effectiveness, *Supported Employment

Identifiers—Illinois (DuPage County)

The booklet describes the Parents Alliance Employment Project, a program to provide job development, job placement, and job coaching to persons with intellectual disabilities in the DuPage County, Illinois, area. The first four sections provide an introduction, explain the program's philosophy, describe the population served by the project, and report on progress in the area of benefits (especially as new federal legislation has decreased the risk of workers losing Social Security benefits). Section V looks at the project's organizational structure, with information on the roles of employment specialists, the Project Director, the Board of Directors and Advisory Committee, and the role of employers and the local labor market. The next section examines the technology of employment procedures, with information on informal assessment, the job plan, job development, placement, and coaching. Successes of the project are reported in terms of funding

sources and staff expansion, placement numbers (more than 100 placements in the project's 5 years of operation), types of jobs, and networking. The final section identifies future challenges in the areas of independent living, independent transportation, leisure education, and placements in full-time employment. (DB)

ED 331 258 EC 300 241

Operations Guide: An Encounter with Inquiry.

Northern Burlington County Gifted Education Consortium.

Pub Date—[Jun 89]

Note—53p.; Page 22 is slightly cropped.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consortia, Elementary Education, Eligibility, *Enrichment Activities, *Gifted, *Institutional Cooperation, Intermediate Grades, *Learning Activities, Lesson Plans, Program Implementation, Regional Programs, Special Programs, Workshops

Identifiers—*New Jersey (Burlington County)

This guide to developing "Activity Days" for gifted children is a product of a New Jersey consortium of eight school districts in Burlington County, New Jersey. Briefly considered are the consortium's philosophy and program rationale. Goals and objectives of the gifted program are specified. The origins of the Activity Day program component are reviewed. An Activity Day is a highly organized experience in which teachers, administrators, parents, and guest speakers cooperate to expose gifted children from all consortium schools at one grade level to four interest area workshops, an arts performance, and new experiences and friends. Criteria for Activity Day participation are given. An outline is provided to help plan an Activity Day with information on staff roles, site selection and preparation, transportation, the course of study, assignments of students, the agenda, and information dissemination. Much of the document consists of detailed Activity Day lesson plans at the sixth grade level. Topics include the part-changing method of problem solving, handwriting analysis, writing for fun and profit, self-understanding, making a filmstrip, logic, extra sensory perception, properties of light, and bats. Sources of outside speakers and a sample agenda with suggested Activity Day workshops for grades 3 through 8 are also included. Various evaluation forms complete the guide. (DB)

ED 331 259 EC 300 242

Edwards, A. D. N.

The Use of Home Computers by Disabled Students at the Open University. Part 1: Previous Use of Computers in Courses. CITE Report No. 30.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—4 Jan 88

Note—43p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accessibility (for Disabled), *Access to Education, College Students, Computer Uses in Education, *Disabilities, Distance Education, Educational Policy, Foreign Countries, Higher Education, *Home Programs, Independent Study, Microcomputers, *Student Attitudes, Student Motivation, Surveys

Identifiers—Open University (Great Britain)

The monograph reports on two surveys conducted by the Open University (United Kingdom) to evaluate the likely consequences of the university's new home computing policy (which requires access to a microcomputer for certain courses) on students with disabilities. A telephone survey was taken of 23 disabled students, and questionnaires were completed by 16 disabled students. Results are reported in terms of student course selection, problems with computing courses, equipment reliability, financing a home computer, documentation and training, and special equipment. Major conclusions included the following: it is imperative that alternatives be made available to students who cannot afford to buy a computer; for many disadvantaged students, the home computing policy will improve their educational opportunities; disabled students will generally experience the same problems as other students under the home computing policy; there is a small number of disabled students whose disabilities make access to computers very difficult and who may be penalized by the home computing policy. Appended

are a summary of the home computing policy and the questionnaire used in the survey. (Four references.) (DB)

ED 331 260

EC 300 243

Davis, William E.

Contemporary Forces and Factors Affecting Students with Mild Mental Retardation.

Pub Date—12 Aug 90

Note—42p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 12, 1990).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classification, Educational Change, Educational Diagnosis, Educational Needs, Elementary Secondary Education, Eligibility, *Incidence, *Labeling (of Persons), *Mild Mental Retardation, Minority Groups, Regular and Special Education Relationship, Sex Differences, *Student Characteristics, Trend Analysis

This paper provides a discussion and analysis of: (1) selected forces, factors, and conditions which have contributed to the reported decrease in the number and percentage of students classified as mildly mentally retarded for purposes of special eligibility and programming; (2) changes in the characteristics of the "new population" of mildly retarded students; and (3) emerging trends which have the potential for impacting this population of students. It is concluded that there are a variety of plausible explanations for the decrease in the mildly mentally retarded population, that students presently identified as mildly mentally retarded are substantially different in characteristics and programming needs than students formerly classified as educable mentally retarded (overrepresentation of males and ethnic/minority groups are prime characteristics of the new population); and that there are large numbers of needy students in the slow learner range who need but do not qualify for any special education services. Specific trends identified include changes in the special education population; the impact of recent school reform movements, especially the Regular Education Initiative; and a generalized public backlash toward special education. Four recommendations address the issues of classification, placement, personnel preparation, and the status of "mild mental retardation." Includes 50 references. (DB)

ED 331 261

EC 300 244

Davis, William E.

Implications of the Regular Education Initiative Debate for School Psychologists.

Pub Date—13 Aug 90

Note—24p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 13, 1990).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, *Disabilities, Educational Change, Educational Trends, Elementary Secondary Education, Handicap Identification, Labor Market, Psychological Services, Regular and Special Education Relationship, *School Psychologists, *Staff Role, Student Evaluation, Student Placement

The paper examines critical issues involved in the debate over the Regular Education Initiative (REI) to merge special and regular education, with emphasis on implications for school psychologists. The arguments of proponents and opponents of the REI are summarized and the lack of involvement by school psychologists is noted. The REI is seen to effect school psychologists by a possibly drastic reduction in the demand for professional psychological services in the schools, and by the denial of valuable and necessary psychological services to many special needs students. Specific issues that psychologists need to address are: (1) pupil identification and classification; (2) pupil placement; and (3) changing roles and responsibilities. School psychologists are urged to become more involved in the debate because their expertise is needed, because they have a professional responsibility to contribute, and because REI could have a direct impact on their future employment possibilities. They are urged to become involved at the professional/organizational level and at the local school level. Includes 33 references. (DB)

ED 331 262

EC 300 245

Designing Community-Based Instruction. Research Brief for Teachers, Brief T4.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Dec 90

Contract—R188062007

Note—5p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. This research brief was abstracted from "The Improving Community-Based Instruction Project: Final Report" by John McDonnell; see ED 324 868.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$1.00 each, minimum order \$5.00 prepaid).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Programs, *Daily Living Skills, Elementary Secondary Education, Generalization, *Instructional Design, *Severe Disabilities, *Severe Mental Retardation, Training Methods

Identifiers—*Community Based Education

The research brief on community-based instruction for individuals with severe disabilities is based on a manual for practitioners titled "Designing Community-Based Instructional Programming" developed at the University of Utah. The manual stresses the importance of preparing students for community participation by providing instruction in the community environment. General case programming is recommended as a framework for identifying the range of variation across sites, thus increasing the generalizability of instruction. The method involves the following steps: (1) analyze performance demands; (2) select training sites for instruction; (3) sequence sites and tasks for instruction; (4) conduct baseline probes; (5) select a chaining strategy; (6) select an assistance strategy; (7) develop a correction procedure; and (8) organize data collection and monitor student performance. A sample data recording form is included. Includes 13 references. (DB)

ED 331 263

EC 300 246

Marcell, Michael M. And Others

Language Comprehension in Down Syndrome and Other Trainable Mentally Handicapped Individuals.

Pub Date—Mar 90

Note—10p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990). For related documents, see EC 300 247-248.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Auditory Tests, Comprehension, Difficulty Level, *Down Syndrome, *Grammar, *Language Skills, Language Tests, Listening Comprehension, *Moderate Mental Retardation, Secondary Education, *Sentences, Short Term Memory, Young Adults

The purpose of this investigation was to determine how well Down Syndrome (DS) adolescents and young adults, relative to other mentally handicapped (MH) individuals, comprehend single words and simple sentences. Samples of 26 DS and 26 MH individuals were matched on intelligence and chronological age and were administered audiological, language, and memory tests. Results suggested that although DS and MH peers show similar understanding of single words and simple grammatical constructions, DS individuals are less able to understand grammatically difficult sentences—a limitation that may reflect, in part, a general difficulty with precisely remembering sequences of spoken words. Multiple partial correlations (with the effects of intelligence and chronological age statistically removed) further indicated that for each group: (1) sentence and word comprehension were unrelated; (2) sentence comprehension was positively related to expressive language ability and auditory short-term memory; and (3) neither sentence nor word comprehension correlated with hearing sensitivity. (31 references) (JDD)

ED 331 264

EC 300 247

Marcell, Michael M. And Others

Hearing Abilities of Down Syndrome and Other

Mentally Handicapped Adolescents.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Aug 90

Contract—HD25793-01

Note—15p.; Paper presented at the Annual Conference of the American Psychological Association (Boston, MA, August 1990). For related documents, see EC 300 246-248.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Audiometric Tests, Auditory Evaluation, Auditory Tests, *Cognitive Ability, Cognitive Tests, *Down Syndrome, *Hearing Impairments, *Moderate Mental Retardation, Performance Factors, Secondary Education, Word Recognition, Young Adults

This study explored the hearing capabilities of Down Syndrome (DS) adolescents and young adults relative to a matched sample of non-DS trainable mentally handicapped (MH) individuals, and examined the relationship between hearing ability and performance on several cognitive tasks. Samples of 26 DS and 26 MH individuals were matched on intelligence quotient (IQ) and chronological age (CA). Audiometric data revealed greater DS than MH hearing losses at five of the six tested frequencies, more DS conductive and mixed hearing losses, and particularly high DS losses in the high frequency range. Measurement of the speech reception threshold revealed poorer reception of speech by the DS than the MH group. Classification of tympanograms indicated fewer normal ears and twice as many DS ears with middle ear problems reflecting no mobility or retraction of the tympanic membrane. Presence of DS middle ear difficulties was also confirmed by poorer elicitation of the acoustic (stapedius) reflex in DS subjects. Correlation of hearing variables with seven cognitive tasks revealed only one significant relationship after statistical removal of the effects of CA and IQ: DS subjects with poorer hearing identified fewer words in a task in which a masking noise quickly followed a spoken word. (45 reference) (JDD)

ED 331 265

EC 300 248

Marcell, Michael M. And Others

Expressive Language in Down Syndrome and Other Trainable Mentally Handicapped Individuals.

Pub Date—Mar 90

Note—8p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990). For related documents, see EC 300 246-247.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Auditory Evaluation, Cognitive Processes, Comprehension, Definitions, *Down Syndrome, *Expressive Language, Hearing Impairments, Imitation, Language Skills, Language Tests, *Memory, *Moderate Mental Retardation, Oral Language, Secondary Education, Sentences, Time Factors (Learning), Vocabulary, Young Adults

This study explored two aspects of language expression (defining words and repeating sentences) in samples of 26 Down Syndrome (DS) and 26 mentally handicapped (MH) adolescents and young adults matched on intelligence and chronological age. Testing included language tests, a comprehensive audiological assessment, and computer-based memory experiments. Multiple partial correlations (with the effects of intelligence quotient and chronological age statistically removed) suggested that, for both groups: (1) oral vocabulary and sentence imitation abilities were unrelated; (2) sentence imitation accuracy and speed were negatively correlated; (3) sentence imitation correlated with auditory short-term memory and sentence comprehension; and (4) neither oral vocabulary nor sentence imitation correlated with hearing sensitivity. DS subjects who were better at defining words and repeating sentences tended to perform better on an experimental task measuring speed of word identification. The results suggest that DS and MH expressive language differences emerge most clearly in contexts requiring precise remembering and repeating of word sequences, and that part of the DS difficulty may be rooted in the speed with which individual words are processed and recalled. (29 references) (JDD)

ED 331 266

EC 300 249

Giddan, Jane J.

Farm-Life Skills Training of Autistic Adults at

RIE SEP 1991

Bittersweet Farms.

Pub Date—Nov 90

Note—11p; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Farmer Education, Adults, *Autism, Day Programs, Farmers, Farm Management, *Mental Retardation, Rehabilitation Programs, *Residential Programs, Skill Development, Social Life, Training Methods

Identifiers—*Bittersweet Farms OH, Ohio (North-west)

A farmstead community in Northwest Ohio, called Bittersweet Farms, serves as a habilitation program for autistic adults, involving 20 residents ranging from profoundly retarded to high functioning and 15 developmentally delayed adults who are part of an agricultural day program. The community is designated as an Intermediate Care Facility for the Mentally Retarded, allowing residents to be supported by state Medicaid funds. Residents are provided opportunities to learn all tasks associated with housekeeping, cooking, animal care, farming, horticulture, and woodworking. Skills training emphasizes task analysis and carefully programmed teaching using positive reinforcement. The director and staff provide daily programming for the residents while consulting professionals (including the Behavior Management Team and the speech and language consultant) meet regularly to consider special issues. This paper describes farm activities, social life of residents, staffing, methods of encouraging social interaction, and training methods. (11 references) (JDD)

ED 331 267

EC 300 250

Remington-Gurney, Jane Crossley, Rosemary

Facilitated Communication in Mainstream Schools.

Pub Date—Aug 90

Note—13p; Paper presented at the International Society on Augmentative and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attendants, Communication Aids (for Disabled), *Communication Disorders, Communication Skills, Elementary Secondary Education, Equipment Utilization, Foreign Countries, Helping Relationship, *Mainstreaming, *Training

Identifiers—*Augmentative Communication Systems, Australia (Victoria), Facilitators

Facilitated communication is described as a method of training communication partners or facilitators to provide physical assistance to communication aid users, to help them overcome physical and emotional problems in using their aids. In Melbourne (Victoria, Australia), the DEAL (Dignity, Education and Language) Centre has identified 96 people (ages 6-18) who became able to communicate at a previously unrealized level of communication competence with the use of facilitated communication. One-third are now integrated in mainstream schooling. Issues in integration of these students are discussed, including teacher qualifications to meet needs of integrated students, teaching of social skills, low wages of integration aides, and low levels of training for integration aides. DEAL's attempts to increase the amount of direct liaison with schools are discussed, focusing on: (1) a survey of educationalists and parents of mainstreamed students at nine schools; (2) receiver training programs for parents and educationalists to increase their knowledge about facilitated communication techniques; and (3) increases in the number of visits made by DEAL staff to schools. (26 references) (JDD)

ED 331 268

EC 300 251

Brown, Denise P.

ABR Audiometry in Cornelia De Lange Syndrome.

Pub Date—19 Nov 90

Note—20p; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiometric Tests, *Auditory Eval-

uation, Case Studies, Child Development, Clinical Diagnosis, Deafness, *Developmental Disabilities, Diagnostic Tests, Evaluation Methods, Handicap Identification, *Hearing Impairments, Preschool Children, Psychomotor Skills, Young Children

Identifiers—Brainstem Auditory Evoked Response, de Lange Syndrome

Eight children (ages 13 days to 5 years) with a diagnosis of Cornelia de Lange syndrome received audiologic evaluation consisting of immittance audiometry and auditory brainstem response audiometry to air and bone conducted "click" stimuli, as behavioral testing was unreliable due to patient age and/or developmental delay. Developmental assessments were also carried out on five of the children. Results indicated that all eight children had hearing sensitivity loss ranging from mild to severe and of varied site-of-lesion. Four children with mild conductive hearing loss had a history of chronic otitis media and were subsequently managed with pressure equalization tube placement and/or medication. Three with moderate to severe mixed or sensorineural hearing loss required hearing aid fitting and special educational placement. The remaining child expired shortly after birth. Results of the developmental assessments found that four of the five children were characterized by severe to profound mental and motor delays. Data showed no relationship between the degree of developmental delay and the presence or absence of a significant hearing sensitivity loss. Case studies of two of the children are presented. (Seven references and 10 tables/figures) (JDD)

ED 331 269

EC 300 252

Heilveil, Ira Clark, Dona

Personality Correlates of Attention Deficit Hyperactivity Disorder.

Pub Date—Aug 90

Note—18p; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention Deficit Disorders, Behavior Rating Scales, *Hyperactivity, Intervention, Parent Attitudes, Personality Assessment, *Personality Traits, Projective Measures, Psychotherapy

This study delineates personality correlates of attention deficit hyperactivity disorder (ADHD). A standardized projective technique (the Roberts Apperception Test for Children (RATC) and the Conners Parent Rating Scale were administered to 52 ADHD children, ages 6-15. Results indicated that, when compared to the RATC standardization sample, ADHD children had little ability to cope with their feelings, had little awareness of problems in their environment, perceived only marginal support from their environment, were highly depressed, and perceived much aggression in their environment. The paper concludes that psychotherapeutic approaches should focus on increasing the supports available in the child's environment, relieving depression, enabling the child to appropriately express anger, and improving their problem-identifying and problem-solving abilities. (27 references) (JDD)

ED 331 270

EC 300 253

Fieldhouse, Arthur E.

Educational Provision in New Zealand for Children with Learning Difficulties: An Historical Outline.

New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-0-908567-70-7

Pub Date—88

Note—42p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Educational History, Educational Philosophy, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Government Role, Hearing Impairments, Learning Disabilities, Mental Retardation, Special Education, Standards, Visual Impairments

Identifiers—*New Zealand

This paper presents a historical view of the development of special education for New Zealand's students with learning difficulties. The paper uses a chronological approach, beginning with special provisions for deaf and blind students, followed by examination of the impact of a national standards

method of classifying and promoting pupils; the standards system as a cause of learning failure; attempts to modify the standards system; special provisions for mentally defective students; the continuing problem of learning failure; an awakening of interest in child study in the early 1900s; the adverse effects of the grading system; overly large classes and mass instruction; the development of special education; identification of some students as "intelligent non-intellectuals"; influence of universities; developments in government policy; student rights; and development of support services. The paper takes the view that judging New Zealand's accomplishments in educating special needs students requires consideration of such matters as understanding the nature and purpose of education current at the time, the extent of the teaching force and its degree of professionalism, the economic climate, and similar matters. (JDD)

ED 331 271

EC 300 254

Federal Policy on Vocational Education for Exceptional Students: Q & A Guide to the Carl D. Perkins Act of 1990.

Council for Exceptional Children, Reston, VA. Dept. of Governmental Relations.

Pub Date—91

Note—9p.

Available from—Council for Exceptional Children, 1920 Association Dr., Department K 10150, Reston, VA 22091-1589 (\$2.00, minimum order of 5).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Federal Legislation, *Gifted, Public Policy, *Pupil Personnel Services, Secondary Education, Special Programs, *Vocational Education

Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990

This booklet uses a question-and-answer format to provide information on the 1990 reauthorization of the Vocational Education Act of 1963, focusing primarily on provisions which guarantee students with disabilities access to quality vocational programs and the supplementary services needed for their successful completion of such programs. The booklet discusses the purpose of the legislation, state distribution of funds, use of funds, rights and responsibilities afforded individuals with disabilities, transitional service requirements, required services, students in private schools, law enforcement and monitoring, program evaluation, standards for program evaluation, data collection, special new programs, and provisions for gifted and talented individuals. (JDD)

ED 331 272

EC 300 255

Smith, Sarah J.

Gifted and Talented Learners. Model Learner Outcomes.

Minnesota State Dept. of Education, St. Paul.

Pub Date—90

Note—112p.

Available from—Minnesota State Department of Education, 631 Capitol Square Bldg., 550 Cedar Street, St. Paul, MN 55101 (\$8.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Development, Delivery Systems, Educational Needs, Educational Philosophy, Elementary Secondary Education, Evaluation Methods, *Gifted, Special Programs, *State Standards, Student Educational Objectives, Student Evaluation, *Talent

Identifiers—Minnesota

This publication provides examples of the types of services that may be provided to Minnesota gifted/talented students and the corresponding outcomes accomplished by students when such services are provided. The first chapter examines education system values, a philosophy of education, the mission of public education, and Minnesota State Board of Education Learner Goals. Chapter 2 contains recommended standards for service to gifted/talented students. Chapters 3 and 4 examine model learner outcomes, listing outcomes for curriculum-based services and for student-based services and offering guidelines for matching curriculum and services to outcomes. Chapter 5 discusses purposes of assessment and evaluation, describes tools and techniques, and provides examples of types of complex outcomes. Appendices contain: (1) a chart which describes the differences between gifted/talented students and their age peers in each domain of giftedness and their related educational needs; and (2)

examples of differentiated plans, both curriculum-based and student-based. A list of nine suggested readings concludes the document. (JDD)

ED 331 273 EC 300 256

Marsh, Cheryl L. Ryan, Bruce
Interruption in Conversational Dyads between Mothers and Their Preschool Stuttering and Nonstuttering Children.

Pub Date—Nov 90
 Note—11p; Paper presented at the Annual Conference of the American Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).

Pub Type—Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Discourse Analysis, Etiology, *Interpersonal Communication, *Language Fluency, Mothers, *Parent Child Relationship, Preschool Children, Preschool Education, *Stuttering, Identifiers—Conversation, Conversational Flow, Dyads, *Interruption

This study analyzed overlap (or interruption behavior) in conversations between mothers and their stuttering children to determine how overlap relates to fluency. Subjects for the study, which is part of the Genesis of Stuttering Project, were 20 preschool stuttering children and their mothers. Three forms of overlap were examined: simultaneous start, the parent or child as interrupter, and the parent or child as interruptor. Both subjects and control group children demonstrated more disfluency during overlapped utterances than nonoverlapped utterances. Most disfluency and stuttering occurred during overlap rather than immediately preceding or following it. There were no differences by sex. Mothers of stutterers interrupted their children's disfluent speech significantly less than did the mothers of nonstuttering children, and there were no differences between the mothers during fluent speech. It is concluded that the data do not support the contention that stuttering/dysfluency evokes overlap or interruption, but overlap does appear to evoke stuttering/dysfluency for both stuttering and nonstuttering children. (Five references) (JDD)

ED 331 274 EC 300 257

Stuckless, E. Ross, Ed. *And Others*
Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting.

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
 Pub Date—89
 Note—55p.

Available from—Rochester Institute of Technology, Campus Connections, P.O. Box 9887, Rochester, NY 14623-0887 (\$10.00).
 Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Certification, Consumer Education, *Deaf Interpreting, *Deafness, Elementary Secondary Education, Employment Qualifications, Ethics, Interpreters, Occupational Information, Personnel Selection, Policy Formation, Program Development, Sign Language, *Staff Role, *Work Environment

This report is intended to stimulate initiatives on the part of governmental, professional, and consumer organizations and institutions that prepare educational interpreters who work with deaf students. Following an introductory chapter on the development of educational interpreting for deaf students, other chapters discuss: (1) job titles and descriptions; (2) roles and responsibilities of educational interpreters and special ethical considerations involved in interpreting; (3) process of hiring an educational interpreter; (4) working conditions for educational interpreters; (5) preparation of educational interpreters, with a suggested curriculum; (6) certification; and (7) training students, parents, teachers, administrators, and elected officials on making effective use of educational interpreting services. Appendixes list 23 selected materials for consumer education; offer a sample job description; list interpreter preparation programs in the United States and Canada; list interpreter service organizations; and outline attitudes, knowledge, and skills conducive to success as an educational interpreter. (JDD)

ED 331 275 EC 300 258

Panckhurst, Fay. *And Others*
Special Education in New Zealand. Report of a 1982 Survey. Studies in Special Education, No.

42.
 New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-0-908567-60-X; ISSN-011-2422

Pub Date—87
 Note—142p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.
 Descriptors—Delivery Systems, *Disabilities, Early Intervention, Educational Methods, Educational Philosophy, Educational Policy, Elementary Secondary Education, Foreign Countries, *Mainstreaming, Parent Participation, Policy Formation, *Program Development, Program Evaluation, Social Attitudes, Special Education, Student Evaluation, Teacher Education, Identifiers—*New Zealand

A questionnaire survey canvassed the views of 72 New Zealand educators, in order to identify gaps or deficiencies in services and to establish priorities for development. Respondents were asked to comment on special education system strengths, growing points, desirable policy directions, and special interests. Four issues emerged as central to service development: the support necessary for integrated provision, professional training, early assessment and intervention, and the involvement of parents. The report begins with discussion questions relating to the four issues. The background and design of the study are then explained. Other sections of the report discuss: (1) philosophy of and attitudes toward special education in New Zealand; (2) services for handicapped persons (structure and provision, quality, guidance and support services, and services for particular handicaps); (3) education of special education teachers, training needs, and career structure; (4) further issues, including assessment and intervention, curriculum and teaching methods, transition, parent education, evaluation, research, legislation, coordination, and funding. Following a conclusion and a list of 14 references, appendixes present statistical data from the survey, a list of survey participants, and a proposal for a National Advisory Committee on Special Education. (JDD)

ED 331 276 EC 300 259

Kristensen, Kirsten. *And Others*
Educational Assessment and Early Intervention for Handicapped Children in Developing Countries. Child, Family, Community, Digest 22.
 United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—87
 Note—71p.
 Available from—United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenay, 1 Rue Miollis 75015, Paris, France.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Culture Fair Tests, *Developing Nations, *Disabilities, *Early Intervention, Elementary Secondary Education, *Handicap Identification, Program Development, Resource Centers, Student Evaluation, Teacher Made Tests, Teaching Methods, Test Construction

This booklet focuses on screening tests that can be developed and used at educational assessment and resource centers, for assessment and early intervention with handicapped children and young people, especially in developing countries. The first part, titled "Guidelines on the Establishment of Educational Assessment and Resource Centres" by Kirsten Kristensen, offers a rationale and a procedure for establishing such centers for handicapped children, and describes the centers' functions and tools. Part II, "Methods of Testing and Teaching Handicapped Children and Youth in Developing Countries" by David Baine, addresses the importance of testing children by using items that assess skills useful in their own environment, notes that test development leads to the development of instructional programs, and advises that several assessment and resource centers should collaborate in producing suitable tests and programs. The final part, "Guidelines for Early Intervention Services" by Marigold J. Thorburn, discusses a rationale for early intervention, components of a system of preschool educational services, choice of early intervention models, early intervention technology, program personnel and facilities, and program organization and management. (JDD)

ED 331 277 EC 300 260

Katz, Shlomo, Ed. Florian, Victor, Ed.
Returning the Individual with Traumatic Brain Injury to the Community: An Overview of Programs and Services in Israel. Monograph #50.
 New Hampshire Univ., Durham; World Rehabilitation Fund, Inc., New York, NY.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—[90]
 Contract—G0087CO277

Note—96p; A product of the International Exchange of Experts and Information in Rehabilitation.

Available from—International Exchange of Experts and Information in Rehabilitation, c/o Institute on Disability, 6 Hood House, University of New Hampshire, Durham, NH 03824-3577 (\$5.00).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Clinical Diagnosis, *Community Programs, *Delivery Systems, Foreign Countries, *Head Injuries, Incidence, Intervention, Models, *Neurological Impairments, Neurology, Neuropsychology, Program Development, *Rehabilitation Programs, Veterans, Identifiers—*Israel

This monograph describes community rehabilitation services available to persons with traumatic brain injury in Israel. Following a foreword by Leonard Diller which cites the incidence of traumatic brain injury and notes existing intervention models, an introductory chapter by Shlomo Katz and Victor Florian provides a historical survey of the evolution of these community rehabilitation services. Subsequent chapters provide descriptions of the services and programs. "A Rehabilitation Center for Veterans with Severe Brain Injury" (Shlomo Katz) describes the activities and procedures of a center guided by the principles of meaningful activity and autonomy. "An Integrative Rehabilitation Program for Traumatic Brain Injured Persons at the Loewenstein Medical and Rehabilitation Center" (Max Stern) discusses early and later stages of post-injury treatment, diagnostic methods, treatment philosophy, and treatment methods. "The National Institute for Rehabilitation of the Brain Injured" (Dani Hooftien and others) offers case studies to illustrate treatment at a public nonprofit organization administered by Israel's Defence Ministry and the National Insurance Institute. "The Neuropsychological Unit for Treatment and Rehabilitation, Givatayim, Israel" (E. Klag and others) discusses the conceptual framework and theoretical orientation of the unit, its approach to assessment and evaluation, intervention principles, family and social system dynamics, and structural features. "U.S. Commentaries" (Sheldon Berrol and Barry Miller) compares the rehabilitation approach of Israel with that of the United States. References accompany each paper. (JDD)

ED 331 278 EC 300 261

Perin, Dolores, Ed.
Instructional Students with Learning Disabilities: Guidelines for Community College Faculty and Support Staff. Conference Proceedings.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Pub Date—Dec 90
 Contract—CASE-14-90
 Note—86p.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—College Programs, *College Students, Community Colleges, Handicap Identification, Higher Education, Language Handicaps, *Learning Disabilities, Limited English Speaking, Reading Difficulties, Student Characteristics, *Student Personnel Services, *Teaching Methods, Two Year Colleges, Writing (Composition)

In a series of conferences provided for faculty and support staff in several community colleges in the New York City metropolitan area, presentations were made on instructing college students with learning disabilities. Summaries of 15 of these presentations are offered, with the following titles and presenters: "Applying Learning Disabilities Research in the Community College Classroom" (Frank Vellutino); "Identifying Learning Disabled Students in the Classroom: Typical Profiles" (Kate Garnett); "Distinguishing Language Problems from Learning Disabilities in Students with Limited Pro-

iciency in English" (Jacqueline Jones); "Implications of Theories and Research Findings for Instruction and Accommodation of Learning Disabled College Students" (Jeanne S. Chall); "Innovative Teaching Strategies for Students with Learning Disabilities" (Craig Michaels); "Understanding a Learning Disabilities Evaluation and Its Implications" (Jeffrey Rosen); "Are All Reading Problems the Same? Implications of Research for Learning Disabled Community College Students" (Charles A. Perfetti); "Providing Services On and Off Campus for Learning Disabled Students" (Karen Pearl and others); "Learning Disability or Learning Difficulty: How Do We Tell the Difference?" (Barbara Cordoni); "Procedures and Practices on Campus for Referring Learning Disabled Students for Services" (Sydney Becker and others); "Writing Skills Instruction and the Learning Disabled Community College Student: Research and Practice" (Susan Vogel); "Specific Instructional Strategies To Help Students with Learning Disabilities Develop Writing Skills" (Patricia Anderson); "Do Learning Disabled Individuals with Writing Problems Differ from Other Poor Writers?" (Anna Gajjar); "A Three-Tier Approach for Helping Dysgraphic Writers" (Abraham Kupersmith); and "The Writing of Community College Students: Comparison of Students with and without Self-Reported Learning Difficulties" (Dolores Perin). A list of approximately 100 selected references on learning disabilities concludes the proceedings document. (JDD)

ED 331 279 EC 300 262

Mitchell, E. Glenn, Ed. DePlacido, Ann, Ed.
W.I.S.E.: Winners in Sharing Education. Conference Booklet.

Boston Public Schools, Mass.; Massachusetts State Dept. of Education, Boston.; Massachusetts Univ., Boston.; Massachusetts Urban Project.
Pub Date—26 Oct 90
Note—52p.

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Demonstration Programs, *Disabilities, Elementary Secondary Education, Interpersonal Competence, Language Acquisition, *Mainstreaming, Models, Program Implementation, *Regular and Special Education Relationship, Resource Room Programs, Teaching Methods

Identifiers—*Massachusetts

This document presents model program efforts designed to foster academic and social growth for all students in the least restrictive environment. The program ideas were presented at a conference highlighting effective program collaboration between regular and special education. The programs aim to enhance student skills as well as foster self-esteem through innovative efforts that address the complex needs of multi-ethnic and multi-racial student populations. Programs from Boston (Massachusetts) Public Schools include: "Social Skills Class/Early Childhood Special Education Program," "Mary Lyon Early Learning Center," "Promoting Peer Interaction among Children with Autism and Non-handicapped Children," "Marshall School Model Resource Room," "Carter School Integration," "PALS (Peers Advance Language Skills) Language Program," "Mozart School Resource Room Model," "O'Hearn Integrated School Model," "The School We Go To," "A Beary Busy Classroom," "Vowel Pals/Star of the Day Game," and "PROJECT STRIVE." Programs developed at other Massachusetts locations include: "McKay Campus School" (Fitchburg Public Schools); "Tarbox School Integration Model" (Lawrence Public Schools); "The Ashfield School Initiative" (Brockton Public Schools); "PROJECT SOLID START" (Melrose Public Schools); "Integrated Language Based Learning Disabilities Program" (Springfield Public Schools); and "Garfield School Building Based Support Team" (Revere Public Schools.) (JDD)

FL

ED 331 280 FL 018 527

Zhang, Xiaolin
Survey of TESOL Preparation Programs in the U.S.
Pub Date—Mar 90
Note—28p.; Paper presented at the Annual Meeting SEP 1991

ing of the Teachers of English To Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).

Pub Type—Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Design, *English (Second Language), Graduate Study, Higher Education, *Language Teachers, *Program Design, Surveys, *Teacher Education

Identifiers—United States

A survey of training programs for teachers of English as a Second Language is presented. The survey focused on 177 graduate level ESL teacher education programs. The study categorized 177 graduate-level programs into three groups. Over 1,300 different course titles occurring 2,567 times across the programs are integrated in 27 areas that are later reorganized into more general categories of conformity with those representing the competency objectives of the English-as-a-Second-or-Other-Language (ESOL) teacher education programs in the Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages (TESOL) in the United States. The program's admission criteria and program requirements are also studied. Findings are quantified and tabulated for clear presentation and cross comparison. A discussion of the results in light of the guidelines and research in TESOL teacher education concludes the paper. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 281 FL 018 701

Zanger, Virginia Vogel

The Social Context of Bilingual Education: Bilingual and Monolingual Students' Attitudes at a Boston High School.

Pub Date—13 Dec 84

Note—38p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education Programs, *Bilingualism, *Educational Environment, High Schools, High School Students, Hispanic Americans, *Immigrants, *Monolingualism, Negative Attitudes, Peer Relationship, School Surveys, *Social Bias, Stereotypes, *Student Attitudes, Urban Schools, Vietnamese People

Identifiers—Boston Public Schools MA, *Massachusetts (Boston)

A study investigated the attitudes of bilingual (BL) and monolingual (ML) students at an urban high school with a large bilingual education program. The attitudes investigated included: (1) BL attitudes toward Americans; (2) how BLs think they are perceived by Americans; (3) ML attitudes toward BLs; (4) changes in BLs' attitudes toward Americans since arrival in the United States; (5) correlation of the amount of time in the United States and BL attitudes; (6) the nature of BL stereotypes of Americans; and (7) the nature of ML stereotypes of BLs. The 76 subjects included 45 ML program students and 31 BL program students in Vietnamese and Spanish classes. Results showed mixed BL perceptions of MLs, although a large minority felt positively. Vietnamese BLs felt more positively about Americans than did Hispanics, although 11% of the Vietnamese saw Americans in purely negative terms. A substantial minority of both sensed Americans felt negatively about them, and only a small minority predicted Americans would describe them positively. Most BLs felt Americans had mixed feelings about them. BL perceptions of American attitudes were fairly accurate. Most BL attitudes had not changed greatly since arrival, and length of residence did not affect attitudes. BL stereotypes focused on personal attributes; BL stereotypes focused also on language and background. The questionnaire is appended. (MSE)

ED 331 282 FL 018 731

Zanger, Virginia Vogel, Comp.

Cross-Cultural Communications in the Classroom:

An Annotated Bibliography of Films and Videos,

1985.

Massachusetts State Dept. of Education, Boston.

Bureau of Transitional Bilingual Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—85

Note—28p.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Classroom Communication, *Cross Cultural Studies, *Cultural Awareness, Cultural Differences, Elementary Secondary Education, English (Second Language), Filmographies, *Films, Instructional Materials, *Intercultural Communication, *Videotape Recordings

This list of 19 films and videotape recordings was developed in response to teacher requests for practical methods and materials for teaching about cultural similarities and differences. An introductory section briefly discusses classroom teaching about cross-cultural issues and the potential uses of the films included in the list. Indexes list the cited items alphabetically by title, by grade level (primary; elementary; junior high; high school; for limited-English-speakers; and for inservice training), and by topic (promotion of understanding between bilingual and monolingual students; prejudice, conflict, stereotyping, group pressures, intercultural friendship; assimilation vs. ethnic pluralism; maintaining ethnic identity, cultural heritage; and comparing cultural similarities and differences). Appendices contain a list of sources for the films and videos included and a list of 14 additional titles recommended by teachers. Addresses for Massachusetts Department of Education regional centers are also listed. (MSE)

ED 331 283 FL 018 874

Bruce, Nigel J.

EL2-Medium Education in a Largely Monolingual Society: The Case of Hong Kong.

Report No.—ISSN-1015-2059

Pub Date—Jun 90

Note—16p.

Journal Cit.—Hong Kong Papers in Linguistics and Language Teaching; v13 p9-23 1990

Pub Type—Reports - Descriptive (141) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developing Nations, Educational Policy, *English (Second Language), Foreign Countries, Higher Education, *Language of Instruction, Language Planning, *Language Role, Monolingualism, *Public Policy, Secondary Education

Identifiers—*Hong Kong

English is used as a second-language (EL2) medium of instruction in a wide range of developing countries, notably in East and South Asia, the Middle East, and many parts of Africa, often in the face of a vigorous resurgence of indigenous and regional cultures and languages. A discussion of this situation illustrates some of the social, political, and educational factors that make the implementation of EL2-medium educational policies problematic for developing countries. The discussion then looks into the case of Hong Kong, with its particular linguistic and socio-political situation, and the implications of an EL2-medium education system for an ostensibly egalitarian education policy. The discussion concludes by examining recent attempts by language planners and educators in Hong Kong, in both secondary and higher education, to make the education system more responsive to the sociolinguistic and educational requirements and realities in the territory while retaining a strong EL2-medium profile. (Author/MSE)

ED 331 284 FL 019 122

Douglas, Dan, Ed.

English Language Testing in U.S. Colleges and Universities.

National Association for Foreign Student Affairs,

Washington, D.C.

Spons Agency—United States Information Agency,

Washington, DC. Advisory, Teaching, and Specialized Programs Div.

Report No.—ISBN-0-912207-56-6

Pub Date—90

Note—106p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Admission Criteria, College Admission, *English (Second Language), Foreign Countries, *Foreign Students, Higher Education, *Language Tests, Questionnaires, Second Language Programs, Standardized Tests, Surveys, *Teaching Assistants, *Test Interpretation, Test Results, Writing (Composition), Writing Tests

Identifiers—United Kingdom

A collection of essays and research reports addresses issues in the testing of English as a Second Language (ESL) among foreign students in United

States colleges and universities. They include the following: "Overview of ESL Testing" (Ralph Pat Barrett); "English Language Testing: The View from the Admissions Office" (G. James Haas); "English Language Testing: The View from the English Teaching Program" (Paul J. Angelis); "Standardized ESL Tests Used in U.S. Colleges and Universities" (Harold S. Madsen); "British Tests of English as a Foreign Language" (J. Charles Alderson); "ESL Composition Testing" (Jane Hughes); "The Testing and Evaluation of International Teaching Assistants" (Barbara S. Plakans, Roberta G. Abraham); and "Interpreting Test Scores" (Grant Henning). Appended materials include addresses for use in obtaining information about English language testing, and the questionnaire used in a survey of higher education institutions, reported in one of the articles. (MSE)

ED 331 285

FL 019 123

Pennington, Martha C., Ed.

Building Better English Language Programs: Perspectives on Evaluation in ESL.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Advisory, Teaching, and Specialized Programs Div.

Report No.—ISBN-0-912207-57-4

Pub Date—91

Note—262p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Evaluation, Case Studies, Cultural Education, Curriculum Design, Curriculum Evaluation, *English (Second Language), Evaluation Criteria, Evaluation Methods, *Faculty Evaluation, *Foreign Students, Higher Education, Program Administration, *Program Evaluation, *Second Language Programs, Self Evaluation (Groups), Student Personnel Services, Student Placement

A collection of essays addresses the evaluation of college and university English-as-a-Second-Language (ESL) programs, curricula, services, faculty, and administration. They include the following: "Developing Effective Evaluation Systems for Language Programs" (James D. Brown, Martha C. Pennington); "Self-Study and Self-Regulation for ESL Programs: Issues Arising from the Associational Approach" (Patricia Byrd, Janet Constantinides); "A Novel Approach to ESL Program Evaluation" (David E. Eskey, Richard Lacy, Cheryl A. Kraft); "Unifying Curriculum Process and Curriculum Outcomes: The Key to Excellence in Language Education" (Martha C. Pennington, James D. Brown); "Participatory Placement: A Case Study" (Louis J. Spaventa, Janis S. Williamson); "Evaluation of Culture Components in ESL Programs" (Christine Winkowski-Jackson); "Evaluation of Student Services in ESL Programs" (Geoffrey C. Middlebrook); "Creating and Operating a Statistical Database for Evaluation in an English Language Program" (Roger Ponder, Bill Powell); "Designing and Assessing the Efficacy of ESL Promotional Materials" (Frederick L. Jenks); "Procedures and Instruments for Faculty Evaluation in ESL" (Martha C. Pennington, Aileen L. Young); "Evaluating the ESL Program Director" (Robert P. Fox); "Administrative Evaluation in ESL Programs: How'm I Doin'?" (Barbara F. Matthies). Notes on contributors are included. (MSE)

ED 331 286

FL 019 124

Byrd, Patricia, Ed. Constantinides, Janet C., Ed.

Teaching across Cultures in the University ESL Program.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div.

Report No.—ISBN-0-912207-17-5

Pub Date—86

Note—154p.

Pub Type—Collected Works - General (020) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Case Studies, *Classroom Communication, College Students, Communication Apprehension, Conflict Resolution, *Cross Cultural Studies, *Cultural Education, Culture Conflict, *English (Second Language), Folk Culture, *Foreign Students, Higher Education, *Intercultural Communication, Program Descriptions, Research Methodology, Second Language Instruction, Sec-

ond Language Programs, Stereotypes, Teaching Methods, Telephone Communications Systems. Identifiers—Macalester College MN, Ohio State University, University of Southern California, University of Wisconsin Milwaukee

Essays on cross-cultural elements in college and university programs in English as a Second Language (ESL) include the following: "Barriers to Cross-Cultural Communication in English-as-a-Second-Language Programs in the United States"; "Acculturation or Enculturation: Foreign Students in the United States"; "A Framework for Cross-Cultural Analysis of Teaching Methods"; "Toward a Model for Cross-Cultural Orientation"; "Cultural Styles of Thinking and Speaking in the Classroom"; "Cultural Conflicts in the Classroom: Major Issues and Strategies for Coping"; "Macalester College: The American Language and Culture Program"; "Ohio State University: The American Language Program Cross-Cultural Training Project"; "University of Wisconsin-Milwaukee: Cross-Cultural Component in an Intensive ESL Program"; "Intercultural Communication as an Integral Part of an ESL Program: The University of Southern California Experience"; "Culture Partners in Symbiotic Education: U.S. and Foreign Students Learning Together"; "Friday Lunches: A Program of Cross-Cultural Interaction"; "A Fusion of Traditions: Family Folklore as a New Method for Teaching Composition within Intensive English Programs"; "Peer Telephoning Promotes Interaction and Harmony"; "Cultural Assumptions, Frames, and the Allowable Economies of English: A Cross-Cultural Problem"; "The Fear of Speaking: Communication Anxiety in ESL Students"; and "Conducting Research in the Community: Fine Tuning Language Skills While Learning American Culture." An annotated bibliography of 14 items is appended, as well as a 12-page list of references. (MSE)

ED 331 287

FL 019 125

Hjelt, M. Christine Stewart, Georgia E.

Teaching English as a Second Language: A Guide for the Volunteer Teacher.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, D.C.

Pub Date—86

Note—98p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, *English (Second Language), *Foreign Students, Grammar, Higher Education, Instructional Materials, *Intercultural Communication, *Language Skills, Lesson Plans, Listening Skills, *Media Selection, *Program Development, Pronunciation Instruction, Reading Instruction, Second Language Instruction, Second Language Learning, Skill Development, Speech Skills, Volunteers

This handbook provides guidelines and practical ideas for community volunteer teachers of English as a Second Language (ESL) as they prepare to teach. It addresses common classroom issues and offers instructional approaches and techniques based on established principles of language learning. Chapter topics include the following: cross-cultural communication; establishing a program based on student needs and attainable goals; basic principles of second language learning; specific techniques and activities for teaching listening, speaking, reading, and writing skills; demonstrating grammatical constructions; improving pronunciation; games and activities; planning various lesson types; additional techniques useful for teaching intermediate and advanced students; and instructional materials selection. An annotated bibliography cites core texts (12), supplemental texts (6), and resource books (3). A listing of the names and addresses of 13 ESL publishers is appended. (MSE)

ED 331 288

FL 019 126

Valdez, Cheryl Schnell-Torosan, Roxanne

Severely Handicapped Language Proficiency Instrument (SH-LPI). Manual.

Orange County Dept. of Education, Costa Mesa, CA.

Pub Date—Jan 91

Note—22p.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Elementary Secondary Education, *English (Second Language), *Ex-

pressive Language, Hearing Impairments, *Language Proficiency, Language Tests, Limited English Speaking, Parent Role, Questionnaires, *Receptive Language, Scores, *Severe Disabilities, *Testing, Test Reliability, Test Validity. Identifiers—Orange Unified School District CA

A test of English language proficiency designed for administration to school children with severe disabilities is presented. The test packet contains a manual for test administrators, a five-page form for recording student testing data, and a score sheet. The manual offers an introduction to the instrument, including its rationale, definitions of English language proficiency under current California law, information on current practice in providing testing to this group, an overview of the history and development of the measure, and a description of its field testing. The test's validity and reliability are discussed briefly. Directions for test administration outline the necessary qualifications of the test administrator, procedures to be used when the informant is the primary caregiver or parent, directions for signing and non-signing hearing impaired students, specific directions for the receptive and expressive language portions of the instrument, notes on score sheet use, assessment of students with a classification of "limited English proficient," and instructional implications. The instrument itself consists of brief instructions, a home language survey, parent interview form, and an observation instrument. (MSE)

ED 331 289

FL 019 127

Kosonen, Lisa

The CDC Teacher Bursaries Scheme. A European Teachers' Seminar on the Teaching of Linguistic and Cultural Minorities (Vaasky, Finland, August 7-11, 1989).

Council of Europe, Strasbourg (France).

Report No.—DECS/EGT-(89)-46

Pub Date—Jan 90

Note—39p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Bilingual Education, Civil Liberties, Conferences, *Cultural Awareness, Cultural Education, Educational Policy, Elementary Secondary Education, Ethnicity, Foreign Countries, *Language Maintenance, Language Role, *Minority Groups, *Multicultural Education, Policy Formation, Public Policy, *Social Integration

Identifiers—*Europe

The European Teachers' Seminar held in Vaasky, Finland in August 1989 was attended by 29 participants from 12 European countries representing elementary and secondary school teachers, adult educators, teacher trainers, and national school board officials responsible for minority education. The theme was instruction of linguistic and cultural minorities and increased international understanding in Europe, with emphasis on integration of linguistic and cultural minorities into the school and society in a way that would retain the minority language and culture. The report contains an overview of proceedings, texts of presentations on bilingual and minority identity and the Lappish language as a medium of instruction, summaries of presentations on intercultural education and human rights and on language and culture from the minority viewpoint, and a summary of working group reports. Working groups concluded that bilingual education should support equal rights to education, acknowledge minority groups' special needs, increase self-esteem and bicultural identity, and improve tolerance and minority representation in policy formation. The groups identified major deficiencies in national policy, minority representation, information, commitment and awareness, equal opportunity, human and material resources, and instruction in the native language. Potential solutions are outlined. Appendixes contain information about the conference schedule and participants. (MSE)

ED 331 290

FL 019 128

Bamford, Kathryn W. Mizokawa, Donald T. Cognitive and Language Development in an Additive-Bilingual Program: Report after Four Observations.

Pub Date—Apr 91

Note—25p.; Paper presented at the Annual Meeting of the American Research Association (Chicago, IL, April 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Cognitive Development, Elementary Education, Immersion Programs, *Language Acquisition, Longitudinal Studies, Measures (Individuals), Nonverbal Ability, Program Effectiveness, Second Language Learning, *Spanish, Transfer of Training, Vocabulary

The fourth phase of a longitudinal study focusing on the cognitive and language development of children in a primary-grade Spanish immersion program (SIP) is reported. Subjects were the remaining 13 members of an SIP cohort beginning in 1987, 15 members of a standard program comparison classroom, 18 members of another class in the 1987 SIP cohort, 37 members of a second SIP cohort, and 17 members of a same-grade standard-program comparison group. Classroom observations were made in fall 1987 (first SIP cohort only) and in the spring of 1988, 1989, and 1990. The children were tested individually on three measures, including: a test of nonverbal problem-solving ability, an English vocabulary measure, and a Spanish vocabulary test. Results indicate that while the SIP children demonstrated significant gains in nonverbal problem-solving over comparison classrooms between the first and second observations in grade 2 and maintained their gains at grade 3, the difference had attenuated by grade 4. No significant differences in native language development were found at grade 4, despite instruction almost exclusively in Spanish for 2 and 3 years. It is concluded that a common underlying linguistic proficiency facilitates transfer of skills from the first to second language. A 39-item bibliography is included. (MSE)

ED 331 291 FL 019 129

Skutnabb-Kangas, Tove. Phillipson, Robert. Wanted! Linguistic Human Rights. ROLIG-papir, No. 44.

Roskilde Univ. Center (Denmark).

Report No.—ISSN-0106-0821

Pub Date—Jan 89

Note—98p.

Available from—ROLIG, Roskilde University Center, hus 03.2.4, Postbox 260, DK 4000, Roskilde, Denmark.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Civil Liberties, Developing Nations, Foreign Countries, Global Approach, *Minority Groups, *Multilingualism, Poverty, Racial Bias, Racial Discrimination, *Uncommonly Taught Languages

Identifiers—Lappish, Lapps, Norway

The language rights of speakers of non-dominant languages are examined. It is argued that language rights are one category of human rights, and the protection of all languages requires a universal declaration, which can serve both to promote dominant languages and to avert the death of others. Linguistic rights are discussed in terms of the six following myths: (1) linguistic human rights are a reality in Europe and westernized countries; (2) overt racism and discrimination have already disappeared, and multiple identities are the new norm; (3) many languages divide a nation; (4) multilingualism is causally connected with poverty; (5) monolingualism in an international language should be the norm; and (6) underdeveloped countries should do as westernized countries do. The first myth is discussed at greatest length, and the ways that minorities have been deprived of their linguistic rights is illustrated with the example of the Sami people of Norway and supporting examples from other minorities around the world. The other myths are examined more cursorily and the need for more theoretically-based work is stressed. Finally, a current court case in which a Sami has sued the state for deprivation of human rights is reported. A 183-item bibliography is included. (MSE)

ED 331 292 FL 019 130

MacDonald, Gina. MacDonald, Andrew.

Variations on a Theme: Film and ESL.

Pub Date—28 Mar 91

Note—14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 24-28, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Assignments, Cultural Education, *Curriculum Development, Educational Objectives, Elementary Secondary Education, *English (Second Language), *Film Study,

Instructional Materials, *Media Selection, Post-secondary Education, Second Language Instruction, Student Evaluation, *Videotape Recordings

A carefully-planned course in English as a Second Language (ESL) based on film can be a highly effective and enjoyable way to introduce students to both language and culture. The ready availability of videocassettes makes film a viable teaching tool. Film naturally combines a variety of language skills as students decode dialogue, read criticism, discuss perceptions, and write commentary. Popular film is authentic, features culture, and is in language appropriate to social class, profession, age, region, and background. However, the successful film course depends on the following: (1) goal-defined criteria for film selection; (2) development of thorough, helpful support materials; and (3) assignments and evaluative methods that motivate, encourage reference to support materials, and release student enthusiasm. Films can be selected to supplement an existing course, particularly a reading course; provide an overview of U.S. culture; prepare students for future literature courses; introduce students to different forms of writing; teach film study; achieve linguistic goals; or investigate cultural attitudes intriguing or disturbing to students. Each film should be accompanied by program notes and by other available materials and activities such as texts, speeches, and cultural events. Course development is guided by student ability level, interest, and response. (MSE)

ED 331 293 FL 019 131

Robb, Michael P. And Others.

Developmental Comparison of Children's Word and Nonword Vocalizations.

Pub Date—90

Note—23p.; Paper presented at the Annual Meeting of the American Speech-Language-Hearing Association (Seattle, WA, 1990).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Speech), *Child Language, *Infants, *Language Acquisition, Language Research, Longitudinal Studies, *Oral Language, Preschool Education, Young Children

Word and nonword vocalizations produced by two groups of children aged 8-28 months were studied. The first group included six children whose speech was recorded monthly for 12 months. The second group contained 21 children. In both, only spontaneous vocalizations were recorded. Each sample was examined for frequency of word and nonword forms. A word was defined as a phonetic form recognizable to both caregiver and researcher and used consistently and meaningfully. A nonword production was any phonetically transcribable vocalization not considered a word. Reflexive vocalizations (e.g., sneezes) were not used. Nonwords accounted for over 50% of vocalization before 19 months, with a gradual decrease to 20% by 25 months. All children were still producing nonword vocalizations at the end of the study, suggesting that nonwords contribute to vocalization of children actively acquiring language. It is suggested that some nonwords identified in later periods of the study also functioned pragmatically as words. In addition, frequency of usage and difficulty in distinguishing between words and nonwords open to question the relevance of the distinction. It is concluded that both word and nonword forms should be given special consideration in the assessment of a child's articulatory capabilities. A 22-item bibliography is included. (MSE)

ED 331 294 FL 019 132

Slavin, Robert E. Yampolsky, Renee.

Success for All: Effects on Language Minority Students.

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—14

Pub Date—Mar 91

Contract—R117R9002

Note—23p.

Pub Type—Reports—Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Asian Americans, *Basic Skills, Cambodians, Comparative Analysis, English (Second Language), Immigrants, *Limited English Speaking, Primary Education, Program Effectiveness, Reading

Achievement

Identifiers—Philadelphia School District PA, Success for All Program

This report presents the results of two years (1988-1990) of the Success for All elementary school restructuring program in grades K-3 at the Francis Scott Key Elementary School (Philadelphia, Pennsylvania). The program was designed to ensure basic skills education for the majority Asian population of the school. The program uses innovative reading programs, one-to-one tutoring from certified teachers, frequent assessment, family support services, and other interventions to assure initial and continued student success. This is the first instance in which the program design was implemented among children whose home language was not English. Results of the first 2 years confirm a pattern seen in other Success for All schools. The effects are strongest for students who begin their reading instruction in the program. Comparison of participants' reading achievement with that of children in a control school show the Francis Scott Key Asian students to be performing substantially better than control school students in kindergarten, first, and second grades. Additional research is recommended to determine whether the Asian students are doing as well as African American students in other Success for All schools. A 12-item bibliography and data tables showing student results are appended. (MSE)

ED 331 295 FL 019 133

Rosenbusch, Marcia H. Ed.

FLESNes, Volume 4, Numbers 2-4, 1990-91.

National Network for Early Language Learning.

Pub Date—91

Note—32p.; There is no Number 1 in this volume.

The fall issue of the newsletter was incorrectly numbered as Volume 4, Number 2.

Pub Type—Collected Works—Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Cognitive Development, Community Schools, Educational Policy, Elementary Secondary Education, Federal Government, *FLES, *Immersion Programs, Japanese, Language Acquisition, Program Descriptions, *Public Policy, School District Size, Second Language Learning, Second Language Programs, Spanish, *Theory Practice Relationship, Uncommonly Taught Languages

Identifiers—Authentic Materials, North Carolina, *Southern Lehigh School District PA

Issues 2-4 of this volume of the newsletter concerning foreign language instruction in elementary schools (FLES) contain articles on theory, classroom practice, instructional materials, class activities, and professional news, including conferences and information on public policy at the federal level. Articles in these issues include the following: "From Research to Reality: Activities and Strategies That Work" (Jo Ann Olliphant); "A Community-School Effort for K-12 Japanese" (Audrey L. Heining-Boynton); "ACTFL Priorities: Elementary School Foreign Language Committee Recommendations"; "Establishing Pennsylvania's Liberty Bell Elementary School Immersion Project" (Astrid Kromayer); "Immersion for Small School Districts through Alternative Programs" (Lyle Gerard); NNEL: From Network to Organization" (Nancy C. Rhodes); "FLES Crisis in North Carolina" (Audrey L. Heining-Boynton); "Cognitive and Language Development of Spanish Immersion Children" (Kathryn W. Bamford); "Project SALTA: Spanish through Authentic Literature and Traditional Art"; "What's In a Name?" (Carol Ann Pesola); and "A Rose by Any Other Name" (Gladys C. Lipton). (MSE)

ED 331 296 FL 019 134

Gutstein, Shelley Goodwin, Sarah H.

The CLEAR Oral Proficiency Exam (COPE) Project Report [and] Addendum: Clinical Testing and Validity and Dimensionality Studies.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—16 Dec 87

Contract—400-85-1010

Note—35p.; The Addendum Report, 1988, was prepared by Lih-Shing Wang, Gina Richardson, and Nancy Rhodes.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, English (Second Language), *Immersion Programs, *Language Proficiency, *Language Tests,

Spanish, *Test Construction, *Verbal Tests
Identifiers—*CLEAR Oral Proficiency Exam

The process of developing, piloting, and refining an oral proficiency test as part of the Center for Language Education and Research (CLEAR) test battery is described. The test was designed to fill a need for an oral interview-type measure adapted for fifth to seventh grade students. The test was produced first for Spanish immersion students, then adapted for English-as-a-Second-Language (ESL) students at the same grade level, resulting in the CLEAR Oral Language Proficiency Exam (COPE) in Spanish and English. The report has five sections. The first discusses the background of the project briefly. The second outlines precedents and procedures. Sections three and four describe the COPE-Spanish trial administrations and ESL adaptation and trials, respectively. The final section offers conclusions and recommendations for this segment of test development. Clinical testing and validity and dimensionality recommended studies for the exam are reported in a 1988 addendum report. (MSE)

ED 331 297 FL 019 136

Preparing College Teachers To Integrate Math and Language Instruction.

Miami-Dade Community Coll. District, FL.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—[91]
Contract—G008730483

Note—40p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, College Faculty, Concept Formation, Educational Strategies, *English (Second Language), Higher Education, Instructional Materials, *Interdisciplinary Approach, *Language Teachers, Limited English Speaking, Material Development, Mathematical Concepts, *Mathematics Instruction, *Mathematics Teachers, Program Descriptions, Second Language Instruction, Teacher Education, *Teaching Guides, Videotape Recordings
Identifiers—English Skills for Algebra, *Miami Dade Community College FL

A project to develop special training materials to introduce college teachers to the math-language approach is reported. The materials link language learning techniques to mathematics concept formation and are intended for teachers of limited-English-proficient (LEP) students. Specialists in both fields produced a three-part training package consisting of an instructor's guide and a video program, to be used as an introduction to and rationale for using the approach, and as a general blueprint for a text and workbook produced by the Center for Applied Linguistics and entitled "English Skills for Algebra." The report describes activities undertaken in developing the materials and assessing their effectiveness as compared to the conventional workshop method of teacher training. Results of interviews and surveys indicate that the materials provide the necessary classroom guidance for instructors to address the needs of LEP students without the need for workshop attendance. It is also concluded that the training materials will meet their objective of developing appreciation for interdisciplinary cooperation and make the approach more accessible to both math and English-as-a-Second-Language (ESL) teachers. The materials stated as appended (instructor's guide, textbook, video programs, a bulletin, workshop agendas, and ESL language objectives) are not included. (MSE)

ED 331 298 FL 019 137

Duverlie, Claud. Pouss, Elizabeth

The Satellite Development Project in French Language & Culture: France-TV Magazine. FIPSE Final Report.

Maryland Univ., Baltimore.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Jan 90
Contract—G008730457
Note—121p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communications Satellites, Cultural Education, *Educational Television, Elementary Secondary Education, Foreign Countries, *French, Higher Education, Instructional Materials, *Material Development, *Programming (Broadcast), Second Language Instruction, Videotape Recordings

Identifiers—*Authentic Materials

In 1987, a project was undertaken to expand and further develop "France-TV Magazine," a French language and culture video magazine series featuring cultural and political topics and current events taken from actual French television broadcasts. The project addressed needs for the following: (1) culturally authentic, timely, live materials; (2) creation of a first-generation model of satellite-assisted foreign language instruction; (3) rapid production and distribution of instructional materials; and (4) a financially self-supporting high-technology instructional system. "France-TV Magazine" consists of nine new 60-minute video programs for each school year, distributed monthly in videocassette form for broadcast. Each program is accompanied by extensive print materials on diskette and in booklets. User support is offered through a remote bulletin board system. During the project's funding period, all objectives were met and surpassed with the exception of making the project self-supporting. The series has been used in over 200 French language curricula around the country, significantly increased the development of video-based instruction, allowed assessment of the impact of new communication technologies on second language instruction, and demonstrated the cost-effectiveness of satellite-assisted instruction. The primary challenge is currently to transform the wide audience watching or using the program sporadically into regular users and subscribers. (MSE)

ED 331 299 FL 019 138

Bruce, Nigel J.

The Roles of Metadiscourse, Speech Acts & the Language of Abstraction in a Top-Down Approach to Teaching English for Academic Purposes (or: "Never Mind What He's Saying, What's He Doing?").

Pub Date—Aug 89

Note—24p.; Paper presented at the European Languages for Special Purposes Symposium (7th, Budapest, Hungary, August 21-26, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, *Discourse Analysis, Educational Strategies, English (Second Language), *English for Academic Purposes, Foreign Countries, Higher Education, *Language Role, Second Language Instruction, *Speech Acts Instruction in English for academic purposes can be enhanced by an approach using metadiscourse, or an awareness of the operations of discourse. Student competence in this area would improve the ability to appreciate the strategies of academic writers, describe the arguments of others, and write academic essays, particularly introductions. In teaching academic reading and writing, it is vital to emphasize the value of paraphrasing. This requires articulation at a level of abstraction most second-language students have little experience with. One method, the study cycle approach, takes students through a communication cycle in stages similar to those used in other subject areas, including: access to information presented in academic English; analysis of the underlying conceptual content and rhetorical design; synthesis and organization of the resulting information; and articulation in English of a range of academic response types (summary, interpretation, argument, etc.). Materials using this approach should be designed: (1) using a matrix of concepts underlying the principal text used; (2) emphasizing organization of information; and (3) focusing on the transitions across levels of abstraction and the importance of advanced vocabulary training. A brief bibliography, list of metadiscourse vocabulary, and additional teacher material are appended. (MSE)

ED 331 300 FL 019 139

Bruce, Nigel J.

Communicative Dynamism in Expository Academic English: Some Strategies in Teaching the Pragmatics of Writing.

Report No.—ISSN-0253-1895

Pub Date—88

Note—13p.

Journal Cit—Working Papers in Linguistics and Language Teaching; v11 p42-53 1988

Pub Type—Reports - Evaluative (142) — Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Discourse Analysis, English (Second Language), *English for Academic Purposes, *Expository Writing,

Foreign Countries, *Pragmatics, Second Language Instruction, *Sentence Structure, *Writing Instruction

There are qualities or organizational principles in discourse that determine its information structure and contribute to its communicative dynamism. A "wave" model of discourse analysis shows graphically how each successive item of new information in a text provides a platform for the next new item, or "wave," of information. The model is based on the following concepts: (1) new information tends to come near the end of information units, and assumed or understood information at the beginning; (2) information tends to be ordered from left to right in the information unit according to its degree of informativity; (3) in descriptive scientific texts, there is a tendency for the structural/concrete to precede the functional/abstract; and (4) the degree of informativity of a clause or sentence can determine its position in the left-right hierarchy of a sentence or thematic unit. Using the model, the student can ask questions to test the purpose and appropriateness of an utterance by matching what the utterance seems to be answering against what it should answer in light of contextual and rhetorical expectation. The model is illustrated using a paragraph classifying three muscle types in the body. A brief bibliography is included. (MSE)

ED 331 301 FL 019 140

Koike, Dale A., Ed. Simoes, Antonio R. M., Ed.

Negotiating for Meaning: Papers on Foreign Language Teaching and Testing. Proceedings of the Conference on Portuguese Language: Teaching and Testing (1st, Austin, Texas, March 3-4, 1989). A Special Edition of Texas Papers in Foreign Language Education.

Texas Univ., Austin. Center for Foreign Language Studies.

Report No.—ISSN-0890-8471

Pub Date—89

Note—138p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Anxiety, Classroom Techniques, Expository Writing, Foreign Countries, Grammar, Language Research, *Language Tests, *Portuguese, *Reading Instruction, Second Language Instruction, Second Language Learning, Spanish, *Spanish Speaking, Student Attitudes, Teaching Methods, Testing, Theory Practice Relationship, Uncommonly Taught Languages, Vowels
Identifiers—Brazil

Papers from a conference on language teaching and testing are grouped in four sections. The first contains a foreword by Dale A. Koike and Antonio R. M. Simoes. The second, on research in second/foreign language teaching, includes the following: "Second Language Learning and Evaluation: From Theory to Classroom Practice" (Sandra J. Savignon); "What Should Portuguese Language Teaching Do About Grammar? Current Trends in the Teaching of Spanish" (Bill Vanpatten); "The Politics of Methodology: Recent Trends and the Teaching of 'Other' Languages" (Diane Musumeci); and "Recent Research on Second Language Learners: Beliefs and Anxiety" (Elaine K. Horwitz). Section three, on reading in a foreign language, presents: "Reading as a Classroom Activity: Theory and Techniques" (Richard Kern, Janet Swaffar, Dolly Young); and "Teaching and Testing an Expository Text" (James F. Lee). The fourth section focuses on Portuguese language teaching for Spanish speakers, with: "Nasal Vowels, the Case of Brazilian Portuguese and Spanish: Description and Classroom Application" (Antonio R. M. Simoes); and "Evaluating Portuguese Performance of Spanish-Speaking Students" (John B. Jensen). A brief text in Portuguese is appended. (MSE)

ED 331 302 FL 019 141

Endo, Mika

Acquisition of the Argument-Structure of Verbs.

Pub Date—89

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Child Language, English, Foreign Countries, *Grammar, *Language Acquisition, *Sentence Structure, *Verbs, *Vocabulary Development, Young Children

The relationship between the realization of the argument-structure of a verb and its acquisition as a lexical item was investigated in a case study. The subject was a girl aged 2.3 years whose father was a native English-speaker and whose mother was a

native Japanese speaker who also spoke English. The child had been born in the United States but had just moved to Japan and begun to speak Japanese. The language corpus used was recorded in the girl's home. English verb acquisition was examined. Analysis of the corpus suggests that children drop arguments of verbs in the course of acquiring argument-structure, and that they notice the obligatory nature of a phrase bearing a certain semantic role. It is concluded that children can solve the problem by indirect negative evidence, which is assumed to be necessary only for the acquisition of a special class of verbs. Further, it is shown that children do not examine the obligatory nature of all phrases, but only those that do not conform to a particular construction, which the children are able to set up in order to acquire verbal argument-structure easily. A brief list of references is included. (MSE)

ED 331 303 FL 019 149

Leduc, Denise Marie, Jean-Marie

Guide d'enseignement du français au secondaire.

Volet II: Communication orale. Immersion

(Teaching Guide for Secondary Level French.

Part II: Oral Communication. Immersion).

Alberta Dept. of Education, Edmonton.

Report No.—ISBN-1-55006-188-7

Pub Date—90

Note—247p.; For a related document, see FL 019

150.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Classroom Techniques, Course Objectives, *Cultural Awareness, Educational Objectives, Educational Strategies, *Expressive Language, Foreign Countries, *French, Lesson Plans, *Listening Comprehension, *Oral Language, Secondary Education, *Second Language Instruction, Sociocultural Patterns

Identifiers—Alberta

This instructional guide for Alberta's (Canada) secondary school program in French second language instruction presents instructional plans and describes specific classroom techniques and activities for listening comprehension and oral production. Section 1 outlines the overall objectives and structure of the program. Section 2 addresses the development of skills in understanding oral discourse, including variables and strategies in listening comprehension. Section 3 outlines four stages in instructional planning for listening comprehension. Section 4 discusses salient principles in the development of oral production skills, including prosodic and nonverbal elements. Section 5 presents a four-stage plan for oral production instruction. Section 6 discusses the role of francophone sociocultural values and cultural awareness in the oral language curriculum. Section 7 contains a checklist for users of the guide to assess their understanding of its contents. A 68-item bibliography is included. Appended materials consist of sample 9th and 11th grade lesson plans and outlines for listening comprehension, oral production, and written production. (MSE)

ED 331 304 FL 019 150

Leduc, Denise Marie, Jean-Marie

Guide d'enseignement du français au secondaire.

Volet II: Communication orale. Langue mater-

nelle (Teaching Guide for Secondary School

French. Part II: Oral Communication. Native

Language).

Alberta Dept. of Education, Edmonton.

Report No.—ISBN-1-55006-194-1

Pub Date—90

Note—232p.; For a related document, see FL 019

149.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Classroom Techniques, Course Objectives, *Cultural Awareness, Educational Strategies, *Expressive Language, Foreign Countries, *French, Lesson Plans, *Listening Comprehension, *Native Language Instruction, *Oral Language, Secondary Education, Sociocultural Patterns

This instructional guide for Alberta's (Canada) secondary school program in French second language instruction presents instructional plans and describes specific classroom techniques and activities for listening comprehension and oral production. Section 1 outlines the overall objectives and structure of the program. Section 2 addresses the development of skills in understanding oral dis-

course, including variables and strategies in listening comprehension. Section 3 outlines four stages in instructional planning for listening comprehension. Section 4 discusses salient principles in the development of oral production skills, including prosodic and nonverbal elements. Section 5 presents a four-stage plan for oral production instruction. Section 6 discusses the role of francophone sociocultural values and cultural awareness in the oral language curriculum. Section 7 contains a checklist for users of the guide to assess their understanding of its contents. A 53-item bibliography is included. Appended materials consist of sample 8th and 11th grade lesson plans and outlines for listening comprehension, oral production, and written production. (MSE)

ED 331 305 FL 019 151

Hardman, Joel, Ed. And Others

Penn Working Papers in Educational Linguistics.

Volume 7, Number 1, Spring 1991.

Pennsylvania Univ., Philadelphia. Graduate School

of Education.

Pub Date—91

Note—92p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Students, *Cultural Awareness, Cultural Context, Distance Education, Elementary Education, English (Second Language), Foreign Countries, Higher Education, *Language Planning, Language Research, Learning Processes, *Linguistics, *Linguistic Theory, *Literacy Education, Nontraditional Education, Second Language Learning, Spanish Speaking, Student Attitudes, Teacher Role

Identifiers—Brazil, Brazilian Literacy Movement,

Freire (Paulo), India

Five working papers in linguistics and education are presented. "The Mediators: Providing Access To Texts in English in a Semi-Urban Maharashtra College Community" (Grace Plamthodathil Jacob) examines the teacher's role in mediating cultural awareness as part of English second language education in a multilingual, non-western society. "Gender Distribution of Negative Judgments" (Dom Berducci) examines how male and female college students make negative judgments, and discusses possible sociolinguistic rules for the use of such judgments. "Distance Learning and Second Language Acquisition: The Role of Input and Interaction" (Thomas Hickey) suggests that distance learning might be a fruitful area of inquiry for second language learning researchers. "Educational Alternatives for Elementary School Students in Spanish-Speaking Communities" (Daphne Katranides) considers four educational programs available to elementary school children of Spanish-English, bilingual communities in the United States. "Literacy in Brazil: For What Purposes?" (Marcia Montenegro Velho) discusses the structures and roles of two literacy programs implemented in Brazil in the 1960s and 1970s, one built on the work of Paulo Freire and the other on the Brazilian Literacy Movement. (MSE)

ED 331 306 FL 019 153

Laforge, Lorne, Ed. And Others

Bulletin bibliographique sur la variation linguistique (1960-1986) (Bibliographic Bulletin on

Language Variation (1960-1986). Publication

J-4.

International Center for Research on Language

Planning, Quebec (Quebec).

Report No.—ISBN-2-89219-217-X

Pub Date—91

Note—430p.

Language—French; English

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Annotated Bibliographies, *Language Patterns, Language Research, *Language Variation, Periodicals, Research Reports

This bibliography contains 410 annotated citations, in French or English, of research reports, journal articles, monographs, and papers on aspects of language variation. Each citation includes basic bibliographic information, publication type, availability information, an annotation, content classifications, and descriptors. Listings are also indexed by author, classification, descriptor, and title. The bibliography is drawn from the BIBELO database. (MSE)

ED 331 307 FL 019 154

Melanges Pedagogiques (Pedagogical Mixture),

1983.

Nancy Univ., (France). Centre de Recherches et

d'Applications Pedagogiques en Langues.

Report No.—FR-ISSN-0077-2712

Pub Date—83

Note—161p.

Journal Cit—Melanges Pedagogiques; 1983

Language—French

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Communication Skills, Computer Assisted Instruction, Cultural Context, Cultural Differences, *Educational Environment, Expressive Language, *Independent Study, Language Research, Language Teachers, *Second Language Instruction, *Second Language Learning, *Teacher Role

Identifiers—Conversation

The 1983 issue of the journal on second language teaching and learning contains six articles in French. These include the following: "E.A.O.: Expression avec ordinateur (E.A.O.: Computer-Aided Expression)" (Daniele Abe, Michele Cembalo); "Ou suis-je? De la relation apprenant/environnement (Where Am I? On the Learner/Environment Relationship)" (Helene Cabut, Richard Duda, Chantal Parpette, Charles Trompette); "Pour une didactique des strategies conversationnelles (Toward an Approach To Teaching Conversation Strategies)" (Francis-Marie Carton); "Enseignement/Apprentissage: Vers redefinition du role de l'enseignant (Teaching/Learning: Toward a Redefinition of the Teacher's Role)" (Daniele Abe, Marie-Jose Gremmo); "Apprentissage auto-dirige: Compte-rendu d'experiences 1978-1983 (Self-Directed Learning: Report of Research, 1978-1983)" (Harvey Moulden); and "Apprentissage d'une langue etrangere et differences de culture (Foreign Language Learning and Cultural Differences)" (Charles Trompette). (MSE)

ED 331 308 FL 019 155

Melanges Pedagogiques (Pedagogical Mixture),

1984.

Nancy Univ., (France). Centre de Recherches et

d'Applications Pedagogiques en Langues.

Report No.—FR-ISSN-0077-2712

Pub Date—84

Note—144p.

Journal Cit—Melanges Pedagogiques; 1984

Language—French; English

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Classroom Techniques, Comparative Analysis, Cross Cultural Studies, Educational Strategies, English (Second Language), Global Approach, Independent Study, *Intercultural Communication, Language Research, Language Role, Migrant Children, *Second Language Instruction, *Second Language Learning, Study

The 1984 issue of the journal on second language teaching and learning contains five articles in French and two in English. These include the following: "Enseignement individuel vs. enseignement de masse (Individual Instruction vs. Large Group Instruction)" (Jacqueline Billant, Pascal Fade); "Systemes 'autonomisants' d'apprentissage des langues ('Self-Directed' Language Learning Systems)" (Francis Carton); "Les enfants de migrants et leur situation langagiere: outils d'observation (The Children of Migrants and Their Language Situation: Observational Tools)" (Francis Carton, Michel Cembalo, Violaine Demnati, Henri Holec, Philip Riley, Wendy Schottman); "Apprendre a apprendre les langues: 'Mais je veux etre un handicapé linguistique' (Learning To Learn Languages: 'But I Want To Be Linguistically Handicapped') (Richard Duda); "Case Studies in Teacher-Assisted Self-Directed Learning of English" (Harvey Moulden); and "Coming To Terms: Negotiation and Inter-Cultural Communication" (Philip Riley). (MSE)

ED 331 309 FL 019 156

Melanges Pedagogiques (Pedagogical Mixture),

1985.

Nancy Univ., (France). Centre de Recherches et

d'Applications Pedagogiques en Langues.

Report No.—FR-ISSN-0077-2712

Pub Date—85

Note—126p.

Journal Cit—Melanges Pedagogiques; 1985

Language—French; English

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Attendance Patterns, Computer As-

assisted instruction, Degrees (Academic), Foreign Countries, *French, *Independent Study, Individualized Instruction, Interaction, Language Research, *Learner Controlled Instruction, Learning Motivation, Program Descriptions, Reading Comprehension, *Second Language Instruction, Second Language Learning, Vocabulary Development

Identifiers—France

The 1985 issue of the journal on second language teaching and learning contains four articles in French and three in English, including: "Lire et comprendre un texte informatif (Reading and understanding an Informative Text)" (Jacqueline Billant, Pascale Fade); "Les nouveaux diplômes de Français Langue Étrangère: Le D.E.L.F. et le D.A.L.F. (The New French as a Foreign Language Diplomas: The D.E.L.F. and the D.A.L.F.)" (Henri Holec); "Vers une prise en compte pédagogique de la non-assiduité (Toward an Instructional Analysis of Non-Assiduity)" (Henri Holec); "Institutional Self-Direction: Ten Years On" (Nancy Miner); "A Computer Program for Individualized Vocabulary Learning" (Harvey Moulden); "Strategy: Conflict or Collaboration?" (Philip Riley); and "Quand les apprenants seront au centre... (When the Learners Are at the Center...)" (Charles Trompette). (MSE)

ED 331 310 FL 019 157
Melanges Pedagogiques (Pedagogical Mixture), 1986/87.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Report No.—FR-ISSN-0077-2712

Pub Date—87

Note—171p.

Journal Cit.—Melanges Pedagogiques; 1986-87

Language—French; English

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Computer Assisted Instruction, Cultural Traits, English (Second Language), French, *Independent Study, Instructional Materials, Language Research, Language Role, Large Group Instruction, *Learning Strategies, *Listening Comprehension, Metacognition, Personal Autonomy, Program Descriptions, *Second Language Instruction, *Second Language Learning, Student Role, Writing Instruction

The 1986/87 issue of the journal on second language teaching and learning contains seven articles in French and four in English, including: "Learning How To Learn English"; "Socrate est-il un chat? Pratiquer le syllogisme pour apprendre à argumenter (Is Socrates a Cat? Practicing Syllogisms To Learn To Argue)"; "La production orale en français des enfants de migrants: Analyse d'un corpus et premières constatations (Oral Production in French of Migrant Children: Analysis of a Corpus and Preliminary Findings)"; "Le discours écrit incohérent: Des enseignements pour une pédagogie de l'expression? (Incoherent Written Discourse: Lessons for Teaching Expression?)"; "A propos d'Ecoute... Ecoute (About the Course Ecoute... Ecoute)"; "Autonomie as Metacognitive Awareness: Suggestions for Training Self-Monitoring of Listening Comprehension"; "Evolution de l'autonomie de l'apprenant: Le cas de l'apprenant D (Evolution of Learner Autonomy: The Case of Learner D)"; "The Computer as an Aid to Learning To Learn English: A Project and One Feasibility Study"; "L'apprentissage autodirigé dans les grands groupes: Quelques expériences (Self-Directed Learning in Large Groups: Some Experiences)"; "Vos sermons sont vachement plus longs! Cross-Cultural Perceptions of French Communicative Behavior"; and "De L'inculturation (On Acculturation)." (MSE)

ED 331 311 FL 019 158
Melanges Pedagogiques (Pedagogical Mixture), 1988.

Nancy Univ., (France). Centre de Recherches et d'Applications Pedagogiques en Langues.

Report No.—FR-ISSN-0077-2712

Pub Date—88

Note—97p.

Journal Cit.—Melanges Pedagogiques; 1988

Language—French; English

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Corporate Education, *Educational Strategies, English (Second Language), French, Grammar, *Independent Study, Inplant Programs, Language Research, Metacognition, Oral Language, *Second Language Instruction, *Second Language Learning

The 1988 issue of the journal on second language teaching and learning contains six articles in French and two in English, including: "Production orale: Comment mettre en place des stratégies d'enseignement/apprentissage (Oral Production: How To Put Teaching/Learning Strategies in Place)" (Francis Carton, Richard Duda); "Trois jours pour parler français? Compte-rendu d'une expérience de prise en charge d'apprentissage (Three Days To Speak French? Report on an Experiment in Taking Charge of Learning)" (Francis Carton, Dominique Petit, Florence Poncet, Sylvie Thieblemont); "L'acquisition des pronoms, articles et auxiliaires anglais en milieu scolaire (The Acquisition of Pronouns, Articles, and Auxiliaries in an Academic Setting)" (Annie Collin); "Autonomisation et scolarisation en milieu scolaire (Achieving Autonomy and Student Socialization in an Academic Setting)" (Richard Duda); "Assessing Metacognitive Ability" (Richard Duda, Harvey Moulden, Michael Rees); "Souvent theme varie: le cas des objectifs (Often the Theme Varies: The Case of Objectives)" (Henri Holec); "Souvent theme varie: Le cas des progressions (Often the Theme Varies: The Case of Progressions)" (Henri Holec); and "In-Country Self-Directed Learning" (Michael Rees). (MSE)

ED 331 312 FL 800 108
Statements of Student Competency for ESL/Civics Curriculum for Amnesty Program.

Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date—[91]

Note—35p.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Attendance Records, *Behavioral Objectives, Check Lists, *Citizenship Education, *Civics, Community Colleges, Difficulty Level, *English (Second Language), *Immigrants, *Literacy Education, Second Language Instruction, United States History

Identifiers—Amnesty, *Immigration Reform and Control Act 1986, Rio Salado Community College AZ

Forms used at Rio Salado Community College (Arizona) to monitor student progress toward English language and civics requirements of the Immigration Reform and Control Act of 1986 are presented. The forms include the following: (1) a checklist of beginning skills in United States government and history and in English reading and writing; (2) a sign-up sheet for the immigrant amnesty program; (3) a checklist of intermediate-level survival skills, reading and writing skills, and U.S. Government/history skills; and (4) outlines for these courses, containing general topic areas and specific competencies to demonstrate beginning, intermediate, and advanced level English-as-a-Second-Language skills and beginning, intermediate, and advanced knowledge of U.S. Government and history. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 313 FL 800 277
Asian Literacy & Reading Bulletin, Nos. 1-4, December 1987-November 1990.

International Development in Asia Committee, Bangkok (Thailand).

Pub Date—Dec 88

Note—63p.

Journal Cit.—Asian Literacy & Reading Bulletin; n1-4 1987-1990

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *English, English (Second Language), Foreign Countries, *International Cooperation, International Organizations, *Literacy Education, *Reading Comprehension, *Reading Tests, Secondary Education, Second Language Programs, Standardized Tests

Identifiers—*Asia, Ghana, Hong Kong, Philippines, Singapore

This bulletin was founded at the eleventh World Congress on Reading, held in London in 1986. Its subject is Literacy Education in Asia and its objective is to "enable different National Councils to share information about literacy in their own region and how problems are met." (WTB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 314 FL 800 328
Lewis, Ann
Literacy for a Global Economy: A Multicultural Perspective. Conference Proceedings (El Paso,

Texas, February 1990).

Education Writers Association, Washington, DC.

Pub Date—Feb 90

Note—29p.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Literacy, Delivery Systems, Federal Programs, *Global Approach, Instructional Materials, *Literacy Education, Material Development, Policy Formation, Program Descriptions, Program Evaluation, *Public Policy, Student Needs, Theory Practice Relationship

Identifiers—*Biliteracy, El Paso Community College TX, Workplace Literacy

A February 1990 meeting, held at El Paso Community College (Texas) honoring language and cultural diversity in the adult literacy field is summarized. The report describes the conference's tour activities sampling local cultural sites, presents "quotable quotes" of participants and leaders, and reviews the issues and trends in literacy education discussed in conference sessions. These issues include the following: (1) the need to balance workplace needs and learner needs; (2) lack of attention to the theoretical base for literacy education; (3) lack of understanding about family literacy and funding factors; (4) inadequacy of the delivery system; (5) appropriate use of the current opportunity for sound policy-making, program planning, and instructional material development; (6) the interest of business in literacy education; (7) program assessment and accountability; (8) bi-literacy and policies promoting "linguistic racism"; (9) a variety of successful literacy programs around the country; (10) the next steps to be taken in developing literacy education; and (11) local programs in which El Paso Community College is involved. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 315 FL 800 329
Ramirez, Arnulfo G.
Sociolinguistic Considerations in Literacy Planning.

Pub Date—[91]

Note—38p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Students, *Cultural Pluralism, Developing Nations, Educational Policy, *Language Planning, *Literacy, *Literacy Education, Policy Formation, *Program Development, Public Policy, *Sociolinguistics

Identifiers—*Biliteracy

The development of biliteracy programs designed for adults involves a broad range of sociolinguistic questions that can be approached from a language planning perspective. As a problem-solving activity, language planning is the realization of language policy that a government adopts in respect to such issues as language diversity, minority language treatment, language standardization, or the national language question. Language planning stresses the social nature of language, its functions in society, and the attitudes or group needs with respect to the different languages or speech varieties. From this perspective, the development of biliteracy programs can follow a series of stages and activities initially conceived for use by developing countries. These include: (1) fact finding about sociolinguistic concerns; (2) identification of literacy goals, including the role of native language literacy skills in relation to the second language, specification of literacy skills in terms of both individual and societal needs, and proposal of strategies for reaching the various goals; (3) preparation of materials and curriculum; (4) implementation and information dissemination; and (5) evaluation. A 70-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 316 FL 800 330
Farr, Marcia
Biliteracy in the Home: Practices among Mexican Families in Chicago.

Pub Date—Jan 91

Note—33p.; Paper presented at the Biliteracy Colloquium of the Center for Applied Linguistics, National Clearinghouse on Literacy Education (Washington, DC, January 12-13, 1991).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Educational Attitudes, English (Second Language), *Family

Environment, Higher Education, Immigrants, *Language Role, *Literacy, Literacy Education, *Mexican Americans, *Social Networks, Spanish Identifiers—*Bilingual, *Illinois (Chicago)

One segment of a larger study examined literacy activities occurring within the homes of immigrant families in Chicago's Mexican-American community. During the first year and a half of fieldwork, literacy practices seemed minimal and infrequent. However, further analysis indicated that such practices were occurring, and were woven into the fabric of family life. Within the community and the home, a variety of print in English and Spanish was available. Literacy was found not to be taken for granted, but was actively taught by parents. Literate adults within the social network were held in high regard. Proficiency in literacy appeared to be linked to childhood opportunity for schooling, with a clear trend toward increased literacy with each new generation. Even older adults indicated great interest in some literacy texts. It was concluded that these families, especially as a social network, have considerable expertise with literacy, routinely handling literacy demands in this as well as other domains, and consistently indicating interest in developing their literacy skills. However, it is noted that development of literacy extension efforts must take into consideration the community's perception of the place of literacy in its life and respect its cultural values. A 58-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 317 FL 800 331

Hornberger, Nancy H. Hardman, Joel

Literacy as Cultural Practice and Cognitive Skill: Bilingualism in a Cambodian Adult ESL Class and a Puerto Rican GED Program.

Pub Date—Mar 91

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adult Education, Cambodians, *Cultural Context, Educational Attitudes, *English (Second Language), *High School Equivalency Programs, Immigrants, Language Attitudes, Language Maintenance, Language Role, *Literacy Education, Native Language Instruction, Puerto Ricans, Refugees, *Thinking Skills, Womens Education Identifiers—*Bilingual

Two programs in which bilingualism is being actively developed among immigrant groups are examined within the framework of nine continua of bilinguality. One program is an adult English-as-a-Second-Language (ESL) class for Cambodian refugee women, taught by a young Cambodian woman. It is assumed that the teacher and students, as members of an urban Cambodian refugee community, share norms of behavior, language use, and education. The second program served Puerto Rican adolescents in parallel Spanish- and English-medium Graduate Equivalency Diploma (GED) classes. The nine continua on which the program analyses are based include: (1) first-to-second-language transfer; (2) reception/production; (3) oral/written language; (4) similar/dissimilar linguistic constructions; (5) convergent/divergent scripts; (6) simultaneous/successive exposure; (7) micro/macro setting; (8) oral/literate; and (9) monolingual/bilingual. It is concluded that in the Cambodian ESL class, a cognitive-skills approach to literacy coexists comfortably with a cultural-practice approach characterized by student-initiated, teacher-supported social learning strategies. The Puerto Rican GED program approaches literacy as a cognitive skill embedded as cultural practice. A brief bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 318 FL 800 333

Bhola, H. S.

Symbiosis, Printpeak, and Politics: Topics in the Orality and Literacy Debate.

Pub Date—27 Mar 91

Note—9p.; Paper presented at a seminar on Orality and Literacy (Bloomington, IN, March 27, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Interpersonal Communication, *Language Role, *Language Styles, *Literacy, *Oral Language, Political Influences, Writing for Publication, *Written Language Orality and literacy are not antithetical, rather

they exist in a complex symbiosis at the individual, family, and community levels. Such a symbiosis is inevitable and appears in all kinds of institutions, including economic, political, social, cultural, and educational institutions. Out of this relationship, "printpeak" has emerged. Printpeak is a form of oral speech that is highly formalized and has the character of being read aloud from a written record. The speaker of printpeak structures his argument as if for writing, and uses syntax and semantics peculiar to the written text. The logical is favored over the intuitive, and characteristics peculiar to oral language are greatly reduced. Because literacy is a social process, politics is part of the relationship between literacy and orality. Generally, the oral culture is disadvantaged relative to the literate culture. While literacy is not necessarily good in and of itself, acquisition of literacy does tend to engender creative discontent necessary for social change to occur. Therefore, literacy is a good in all circumstances, in all places, at all times. Literacy must be made universal. A nine-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 319 FL 800 336

Walsh, Catherine, Ed. Prashker, Hana, Ed.

Literacy Development for Bilingual Students: A Manual for Secondary Teachers and Administrators.

Massachusetts Univ., Boston. New England Multifunctional Resource Center for Language and Culture in Education.

Pub Date—91

Note—132p.; Photographs will not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Administrator Guides, Adult Students, *Bilingual Students, Case Studies, Classroom Research, *Curriculum Design, English (Second Language), *High Risk Students, Hispanic Americans, Lesson Plans, Literacy, *Literacy Education, *Nontraditional Education, Program Descriptions, Program Development, Reading Materials, Secondary Education, Student Evaluation, *Student Placement, Teaching Guides

Identifiers—*Bilingual

This manual is a collection of reports of library research, classroom research, and classroom experience of teachers of bilingual education and English as a Second Language. The guide is intended as an aid to teachers and administrators, who are encouraged to use and adapt the ideas for their own students. The essays include the following: "Literacy and School Success: Considerations for Programming and Instruction" (Catherine Walsh); "Assessing and Evaluating Where Students Are and Where They Are Going" (Eileen Buanowski, Carmen O'Connor); "A Theme-Based Approach to Literacy" (Lisa Franklin, Lionel Hugu, Michael Mankin); "A Case Study of Low-Literate Hispanic Students" (Maria Gheridian); "A Proposed Curriculum for Older Literacy Students" (Phuc Huu Nguyen, Ruth Weinstein); and "On the Way to an Alternative Educational Program for 'At Risk' High School Students" (Rosario Gomez-Sanford). A final section lists practical resources for the high school literacy classroom, including lesson plan ideas, suggested readings, and supplementary readings. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 320 FL 800 337

Thomas, Toni D.

Helping Vocational Instructors Train Limited English Proficient Students. A VESL Staff Development Training Resource Packet.

Chinatown Resources Development Center, San Francisco, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—Jul 81

Note—29p.; For related documents, see FL 800 338-339.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Cambodians, Hmong People, Immigrants, Instructional Materials, *Intercultural Communication, Laotians, *Limited English Speaking, *Literacy Education, Teacher Education, *Teacher Student Relationship, Vietnamese People, *Vocational Education, *Vocational English (Second Language), Workshops Identifiers—310 Project

Materials for a workshop on vocational education for limited-English-proficient (LEP) students are gathered. An annotated outline presents the content and sequence of the workshop, which reviews the problems and suggests solutions to working with students who have a restricted understanding of the language of instruction. Issues addressed include instructional, cultural, and communication obstacles. Masters for the workshop agenda and a list of communication behaviors to avoid when speaking to LEP students are provided. Handout masters are included for a workshop participant questionnaire, a list of Southeast Asian social and cultural customs, communication behaviors to avoid, and an instructional task assignment to be completed in the workshop. A resource reading entitled "The New Immigrants" from San Diego State University's Institute for Leisure Behavior is appended. The reading gives an overview of the education, customs, cultural traits, and pronunciation of common names of the Vietnamese, Laotian, Hmong, and Cambodian peoples. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 321 FL 800 338

West, Linda Wilkinson, Betty

Occupation-Specific VESL Needs Assessment. A VESL Staff Development Training Resource Packet.

Chinatown Resources Development Center, San Francisco, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—Jul 81

Note—50p.; Some pages may not reproduce well due to blurred or small type. For related documents, see FL 800 337-339.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Assembly (Manufacturing), Auto Body Repairers, Auto Mechanics, Electronic Equipment, Instructional Materials, Language Teachers, *Literacy Education, *Needs Assessment, Occupational Safety and Health, *Skilled Occupations, Staff Development, *Student Needs, Teacher Education, *Vocational English (Second Language), Welding Identifiers—Upholsterers

Materials for a teacher workshop on assessing student needs for vocational English as a Second Language (VESL) are gathered. An annotated workshop outline presents the content and sequence of the workshop. Masters are provided for handouts and transparencies, which include an icebreaker activity, the workshop agenda, materials from the "Dictionary of Occupational Titles" and the "Occupational Outlook Handbook," a list of recommended resources, a chart integrating content areas and language instruction in occupation-specific VESL, general and occupation-specific shop safety, tools, materials, and shop procedures for a number of occupations (auto mechanics, welding, upholstery, electronic assembly, and auto body work), and a checklist for assessing language need in five areas (vocabulary, situations, functions, structures, and register). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 322 FL 800 339

West, Linda Wilkinson, Betty

Occupation-Specific VESL Teaching Techniques. A VESL Staff Development Training Resource Packet.

Chinatown Resources Development Center, San Francisco, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—Jul 81

Note—105p.; For related documents, see FL 800 337-338.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Auto Body Repairers, Auto Mechanics, Classroom Techniques, Cosmetology, Electronic Equipment, Equipment, Instructional Materials, Language Research, Language Teachers, Lesson Plans, *Literacy Education, Machine Tool Operators, Second Language Instruction, *Skilled Occupations, Teacher Education, Telephone Usage Instruction, Visual Aids, *Vocabulary Development, *Vocational English (Second Language), Welding, Workshops Identifiers—Upholsterers

Materials for a workshop on teaching vocational English as a Second Language (VESL) are gathered. An annotated outline presents the content and se-

quence of the workshop, including an icebreaker activity, general techniques for teaching occupation-specific vocabulary, sample lesson plans and accompanying instructional materials for teaching vocabulary, procedures, and communication skills in specific occupations (upholstery, welding, auto mechanics, electronic assembly, pressure testing, cosmetology, and auto body repair). Materials for a workshop lesson are also included. A reproduced column on research in vocational language use is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 323 FL 800 340

Analysis of New York City's 1988-1989 Adult Literacy Data Base. The New York City Adult Literacy Initiative.

Literacy Assistance Center, New York, NY; Metis Associates, Inc., New York, N.Y.

Spons Agency—New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.

Pub Date—Jan 91

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, *Adult Literacy, Databases, *English (Second Language), *Literacy Education, Longitudinal Studies, Scores, *Statewide Planning, Statistical Analysis, *Student Characteristics

Identifiers—*New York (New York)

Results of a statistical analysis of New York City's adult literacy database for its fourth year are reported. Data is derived from a citywide unit-record database that includes extensive information about enrollees in city- and state-funded classroom and tutorial programs and information on hours of instruction received by each student, achievement test results, and other selected data. The database is the most complex in the adult literacy field. The report begins with an introductory section outlining the purpose and background of the study and a brief description of the methodology used. The findings are presented in tabular form with some narrative. The findings include within-year (1988-89) demographic findings, within-year achievement test outcomes and contact hours, findings of cross-year analyses, and the results of four longitudinal analyses: (1) a two-year longitudinal vs. baseline year (1987-88) study; (2) a three-year longitudinal vs. baseline year (1986-87) study; (3) a four-year longitudinal vs. baseline year (1985-86) study; and (4) longitudinal analyses of achievement test outcomes. Implications for program and policy planning are summarized. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 324 FL 800 341

Need I Say More: A Literary Magazine of Adult Student Writings, Volume 1, Numbers 1 and 2, 1990.

Brookline Public Library, MA; Idaho State Dept. of Education, Boise, Div. of Vocational Education.

Pub Date—88

Note—81p.

Language—English; Spanish

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Students, Children, Dialogs (Language), *English (Second Language), Females, Immigrants, Land Settlement, *Literacy Education, Personal Narratives, Poetry, Refugees, Self Expression, *Student Writing Models, *Writing Exercises

The writings collected in these two journal issues are by adult literacy students at varying levels of writing and language skills. Most of the writings are in English, however, some are in Spanish, and some of the writings written in English are by non-native English-speakers. The writings take the form of poems, personal narratives, and dialogue. In the first issue, the 31 entries are presented in three sections dealing with: (1) the dream of emigration to and resettlement in the United States; (2) experiences with illness, death, and drugs; and (3) women's struggles and triumphs. In the second issue, 36 writings are in five sections, including: (1) work; (2) women of tolerance and strength; (3) determination; (4) leaving the homeland; and (5) childhood. Each issue contains notes on contributors. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 325

FL 800 342

Balliro, Lenore Nash, Andrea

English Only/English Plus. A Curriculum Sourcebook for ESL and ABE Teachers.

Brookline Public Library, MA.

Pub Date—90

Note—60p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Bilingualism, Classroom Techniques, *Cultural Pluralism, Curriculum Development, *English (Second Language), Family (Sociological Unit), Immigrants, Land Settlement, *Language Attitudes, Language Maintenance, Language Role, *Literacy Education, *Official Languages, Social Bias

Identifiers—*English Only Movement, *English Plus Movement

An assortment of materials that may be useful in addressing issues of language, culture, and power in the English-as-a-Second-Language (ESL) classroom is presented. Specific focus is placed on the movement to make English the official language of the United States. Contents include materials developed by teachers and adapted from commercial texts, and suggestions for classroom activities are also offered. The materials are appropriate for native and non-native speakers of English and could be integrated into an adult basic education (ABE) or General Educational Development (GED) curriculum. The packet is organized into four sections. The first addresses the value of bilingualism and preservation of native languages. The readings explore individuals' feelings about their native languages and how languages affect family issues. The second section talks about the English-only movement and its effects on the lives of immigrants. It also explores sentiments and fears that may motivate the movement. Section three examines alternatives to English-only, including the "English Plus" movement and the work of the Massachusetts English Plus Coalition. The fourth section includes background materials for teachers who may want to do additional reading on English-only and English Plus, and several unadapted materials for teachers' use. Two of the readings are in Chinese. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 326

FL 800 343

Long, Lynell D.

Language and Literacy Shifts in Refugee Populations.

Pub Date—Oct 89

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, International Cooperation, *Land Settlement, *Language Planning, Language Research, *Legal Problems, *Literacy, Literacy Education, *Multilingualism, *Refugees

Identifiers—*Refugee Camps

The large scale movements of refugees in many areas of the world are having dramatic impacts on indigenous cultures, languages, and literacies. Both anecdotal evidence and research suggest that the experience of uprooting and displacement creates an increased demand for literacy, new forms of literacy expression, and more multilingual environments. A discussion of these issues (1) examines the international context of and legal protection for refugees and displaced persons; (2) outlines the research on language and literacy; (3) looks at stages in the experience of uprooting and displacement and provides anecdotal evidence, based on interviews with relief officials, workers, and refugees; and (4) concludes with a conceptual model to predict language and literacy changes. Analysis of these issues in light of current population movement patterns suggests that the retention of languages and literacies depends on the understanding of present and future uses. It is suggested that while refugee emergency situations initially decrease literacy levels, the process of dislocation may create greater demand for education and multiple literacies. Although educational rights are protected by international law, the real situation is more complex. Local governments and communities and international organizations must be involved in policy-making and advocacy. Additional research is recommended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 327

FL 800 344

Wolfram, Walt

Bidialectal Literacy in the United States.

Pub Date—[91]

Note—27p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingualism, Dialects, *Interference (Language), Language Research, *Literacy, *Literacy Education, *Social Influences, Standard Spoken Usage

Identifiers—*Biliteracy

The relationship between bidialectalism and literacy in the United States is discussed. The primary issue addressed is whether the spoken language of dialectally divergent groups creates a linguistic mismatch that creates problems in the acquisition of literacy skills. First, the controversy over use of dialect readers, which incorporate nonstandard grammatical forms typical of the vernacular community, to help speakers of non-standard English gain literacy skills is reviewed and examined from a sociolinguistic viewpoint. The need to consider simple linguistic as well as cultural differences as a factor in reading failure among vernacular-speaking populations is emphasized. A perspective on language variation is offered for practitioners. This approach acknowledges systematic differences between dialects in the sound-symbol relationship and in grammar, which result in misuses. Implications for both instruction and assessment are noted. For vernacular dialect speakers learning literacy skills, an open discussion of language prejudice, a brief examination of the legitimate history of the vernacular dialect, and an examination of exemplary structures is seen as valuable in moving learners to a less stigmatized view of their dialect. For learners of English as a Second Language, it may be useful to incorporate language variation into literacy instruction. A 12-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 328

FL 800 345

LaFlamme, Kathleen

Project CLASS: A Computer Literacy for All Support System for Teachers, Lab Aides and Potentially English Proficient Adults.

Pub Date—Nov 90

Note—109p. M.S. Practicum, Nova University.

Pub Type—Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, *Computer Assisted Instruction, Computer Centers, *Computer Literacy, English (Second Language), *Language Teachers, Limited English Speaking, *Literacy Education, Second Language Instruction, *Teacher Aides

The development and implementation of a computer literacy support system to increase student computer use for language learning are described. The system was piloted with teachers and a computer laboratory aide in an urban program of adult basic education and English as a Second Language. The project had three phases, including: review of existing software and development of materials, with terminal competency objectives; on-site staff development workshops; and a five-week period during which students were introduced to basic computer skills by teachers, and students' use of computers before and after the teacher/aide training was tracked in activity logs. Teachers and aide were pre- and post-tested for computer skills, and computer lab activity logs were analyzed. Staff knowledge was found to have increased substantially, meeting stated objectives. However, staff who had not been computer literate previously did not gain the desired confidence in their computer usage ability. Student use of computers increased dramatically during and after the staff training period, to five times the baseline (pre-training) usage. Recommendations include repetition of the workshops for new staff, extension of the support system to serve evening classes, and adaptation of the workshop outlines for other training situations. System materials and pilot data are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 329

FL 800 346

Lane, Martha A.

ESL Idea Book: A Bibliography of Instructor-Developed Materials for Teaching English as a Second Language to Adults.

Free Library of Philadelphia, Pa.

Pub Date—Oct 90

Note—47p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliography

RIE SEP 1991

raphies, Citizenship Education, Coping, Daily Living Skills, *English (Second Language), Folk Culture, Grammar, *Instructional Materials, Language Enrichment, Language Skills, Legends, *Literacy Education, Publishing Industry, Reading Instruction, Second Language Instruction, *Teacher Developed Materials, Urban Areas

Identifiers—*Free Library of Philadelphia PA

This bibliography contains annotated citations of primarily non-commercial instructional materials for adult literacy education in English as a Second Language (ESL). All are for learners at beginning to intermediate English language skill levels, and were selected for ease of use by volunteers, relevance to an urban area, overall applicability to ESL populations speaking a diversity of languages, and attractiveness and usefulness of design, layout, and packaging. The bibliography is divided into seven subject areas (language experience, reading, folk tales, coping skills, grammar, citizenship, and additional instructor resources). Each section provides an introduction, annotated entries, and brief suggestions for developing similar materials on one's own. Additional sections contain an ESL skill level chart, discussion of other state and national ESL resources, appendices, and a title index. Appended materials include procedures for ordering and using materials from the Free Library of Philadelphia's Reader Development Program, addresses of publishers and distributors, branches of the Free Library of Philadelphia, a publications order form, and a materials recommendation form. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 330 FL 800 347

Smith, Beverly J. Schirato, Faye E.

A Competency-Based Pre-Vocational English-as-a-Second-Language Curriculum Guide.

Catholic Charities, Harrisburg, PA. Immigration and Refugee Services.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—89

Note—60p.

Available from—AdvancE, Pennsylvania Department of Education, Adult Education Resource Center, 333 Market Street, 11th Floor, Harrisburg, PA 17126.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Annotated Bibliographies, *Competency Based Education, *Curriculum Design, Daily Living Skills, Grammar, Instructional Materials, *Interpersonal Communication, Job Search Methods, *Job Skills, *Literacy Education, Occupational Information, Occupational Safety and Health, Publishing Industry, Second Language Instruction, Telephone Usage Instruction, *Vocational English (Second Language)

A curriculum guide for adult students of English as a Second Language is presented, in two versions, one for beginning and one for intermediate level skills. They are for use with students who need English listening and speaking skills to obtain and maintain employment. The guides are intended as frameworks for further development and adaptation. Within each version, numerous units focus on particular global behavioral objectives or competencies. Within these areas, more specific job-applicable skills and grammatical constructions are noted. Recommended resources are listed for each unit, and an annotated bibliography of recommended resources is included. Publishers' names, addresses, and order department telephone numbers are also listed. Beginner unit topics include: personal information; time and dates; money; directions; transportation; shopping; telephone usage; job identification; obtaining a job; job information; communication and interaction on the job; and safety. Intermediate unit topics include: personal information; occupation and duties; transportation; money; job search; starting a job; work attitudes; getting along; safety; and task performance. A chart of student performance level criteria is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 331 FL 800 350

Pacio-Lindin, Dino

Biliterate Immigrants in a Community Setting.

Pub Date—[91]

Note—24p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

RIE SEP 1991

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Bilingualism, Business Administration Education, *Community Centers, *Educational Needs, English (Second Language), Higher Education, *Immigrants, *Literacy Education, Program Descriptions

Identifiers—*Biliteracy, State University of New York

Every immigrant has a right to literacy in his native language, but native language literacy alone does not guarantee success. The objective of a program begun in the 1970s in New York City was to develop biliteracy in immigrants so they could start and manage small businesses in the community. Despite a lack of political protection for the community, and despite a gentrification policy and an economic downturn, program participants were motivated to further develop their skills, and they turned to public higher education institutions to fulfill their aspirations. The City University of New York was unsuccessful in establishing a college for this population, but the State University of New York backed the creation of a non-campus, bilingual, biliterate neighborhood college, the Lower East Side Bilingual Unit. In this environment, one-to-one contact with mentors and tutors and fair evaluation of prior knowledge contribute to immigrant student success. Using the student's source of basic needs and aspirations, the wish to succeed in business, as core content facilitates effective learning of English as a Second Language. Development of biliteracy requires development of the bilingual brain, which in turn requires a dialogue of cultures and languages based on mutual respect. True biliteracy needs a true bicultural environment. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 331 332 FL 800 356

Collins, Vickie L. Ed.

ESL Bibliography: Materials for Teaching English as a Second Language to Adults.

Free Library of Philadelphia, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

Pub Date—Jun 89

Note—48p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Citizenship Education, Coping, Daily Living Skills, *English (Second Language), Grammar, Idioms, *Instructional Materials, Interpersonal Communication, Listening Skills, Pronunciation Instruction, *Readability, Reading Instruction, Second Language Instruction, Skill Development, Vocabulary Development, Vocational English (Second Language), Writing Instruction

Identifiers—Free Library of Philadelphia PA, Reader Development Program

This bibliography lists instructional materials for teaching adult learners of English as a Second Language (ESL). The resources listed are print materials made available through the Free Library of Philadelphia's Reader Development Program. All are on or below the eighth grade reading level, as determined with the Gunning Fog readability formula. The materials are listed by language skill area or topic (conversation, coping skills, listening, reading, pronunciation, writing, idioms and vocabulary, grammar, pre-vocational language, citizenship, activities and tutor materials). Entries include basic bibliographic data, reading level, a brief annotation, ESL instructional level, materials components available, series title, and price, when applicable. A title and series index, list of publishers and distributors and their addresses, branches of the Free Library of Philadelphia with telephone numbers, publications order form, and materials recommendation form are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 331 333 HE 023 778

Kroll, Ronald C.

Development, Implementation, and Evaluation of an Academic Advising Model for Use in the Small, Private College.

Pub Date—Jun 90

Note—226p.; Ed.D. Requirements, Nova University.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Academic Advising, *Counseling Techniques, *Faculty Advisers, Faculty Development, Higher Education, *Models, Participant Satisfaction, Private Colleges, *Program Development, Program Evaluation, Program Implementation

Identifiers—Practical Bible Training School NY

The purpose of this project was to identify academic advising strategies that would be appropriate for the small, private college setting; to develop an academic advising system; and to implement the system through a trial model at Practical Bible Training School in Binghamton, New York. The model consisted of preservice and inservice training for advisers, intrusive advising for high-risk students, dissemination of profile data on new students to advisers, streamlined registration and group advising, and development of advising support materials. The model was evaluated through the use of two 25-item pretest-posttest questionnaires. Both students and advisers preferred procedures and materials used in the advising trial model over the former advising system by a significant margin. Adviser satisfaction improved in the following areas, among others: timely notification of advising assignments, information about abilities of advisees, and satisfaction with the level of institutional support and recognition for advisers. Student satisfaction improved in the areas of adviser knowledge of program requirements, help in selecting appropriate courses, and adviser clarification of college policies and procedures. Appendices contain advising support materials, adviser training handouts, evaluation instruments, and supporting statistical data. Includes 92 references. (Author/JDD)

ED 331 334 HE 024 131

Figler, Stephen Figler, Howard

Going the Distance: The College Athlete's Guide to

Excellence on the Field and in the Classroom.

Report No.—ISBN-0-87866-952-3

Pub Date—91

Note—208p.

Available from—Peterson's Guide, P.O. Box 2123, Princeton, NJ 08543-2123 (\$10.95).

Pub Type—Books (010) — Guides - General (050)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Athletes, *College Athletics, *College Students, Employment Opportunities, Guidance, Guides, Higher Education, Job Search Methods, Job Skills, Job Training, *Student Educational Objectives, Student Improvement, Success, *Training Objectives

Identifiers—*Student Athletes

Advice is provided on how a student athlete can achieve his or her goals equally well in sports, academics, and career preparation. The book provides specific advice regarding how to balance these three areas of college life and solve the problems and pressures that will be encountered by the student in each of them. In particular, advice is given in the following areas: (1) adjusting to the demands of college athletics; (2) maintaining athletic and academic standards; (3) realistically sizing up one's prospects for professional play; (4) staying drug free; (5) dealing with the special concerns of black and female athletes; and (6) parlaying athletic skills into marketable job qualifications. True-life stories of college athletes illustrate much of the advice that is provided. Among the guide's chapters are: "Getting Along with Coaches, Boosters, Professors, and Others"; "Avoiding Exploitation: Careers in and out of Sports"; and "Strategies for Winning the Job You Want". Chapter notes are provided. (GLR)

ED 331 335 HE 024 239

Valenti, John Naclerio, Ron

Swee'Pea and Other Playground Legends: Tales of

Drugs, Violence and Basketball.

Report No.—ISBN-0-935576-39-8

Pub Date—90

Note—268p.

Available from—Michael Kesend Publishing, Ltd., 1025 Fifth Ave., New York, NY (\$26.95 hard cover; \$13.95 paperback).

Pub Type—Books (010) — Reports - General (140)

Document Not Available from EDRS.

Descriptors—Alcohol Abuse, *Athletes, *Basketball, *Biographies, Cocaine, College Admission, College Athletics, Crack, *Drug Abuse, Dyslexia,

Elementary Secondary Education, Eligibility, Higher Education, Illegal Drug Use, Intercollegiate Cooperation, Resistance to Temptation, Self Actualization, Self Control, *Violence
Identifiers—Daniels (Lloyd), University of Nevada Las Vegas

This biography chronicles the life of Lloyd "Sweetpea" Daniels, considered one of the finest basketball players ever to come out of New York City. The book also serves as a sociological expose of the dark side of collegiate and professional sports, in its description of a youngster chasing the dream of playing basketball, but finally finding himself at a dead end due to his reliance on alcohol and crack cocaine. The biography focuses on Daniel's early life; development of his basketball talent; and relationships with his extended family, friends, and coaches who tried to counsel him to avoid drugs. Daniels, a dyslexic with a third-grade reading level, was graduated from high school and admitted to the University of Nevada, Las Vegas, but was involved in a drug bust and expelled before ever playing a game. After receiving extensive injuries from gunshot wounds during a drug purchase, he determined to make another try for a professional basketball career, but failure resulted when he could not resist the use of drugs. Accounts of other "playground legends" such as James "Fly" Williams, Joe Hammond, and Pee Wee Kirkland are also included. (JDD)

ED 331 336 HE 024 248

Kuk, George P.
Environmental Influences on Alcohol Use by College Students.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[1 Jan 91]
Contract—OERI-43-3J47-0-00296
Note—67p.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alcohol Abuse, Alcohol Education, *College Environment, *College Students, Cultural Influences, Dormitories, *Drinking, Higher Education, *Institutional Role, Literature Reviews, Policy Formation, Social Psychology, *Student Behavior, Student Characteristics, Student College Relationship

The issue of alcohol use, with occasional reference to other drug use, by college students is reviewed in this report: which (1) summarizes what is known about the influence of collegiate environments on college student use of alcohol; and (2) suggests how campus policies and practices can be modified to create environmental conditions that have a positive, health-enhancing influence on college student behavior. The presentation is divided into four sections. First, several conceptions of the college environment are discussed. Next, the characteristics of college students who use alcohol are summarized. Then, the literature on environmental influences on college student alcohol use is examined covering campus physical properties, campus organizational properties, campus social-psychological properties, and campus cultural properties. Finally, conclusions and recommendations for institutional policies and practices, as well as areas that require additional research, are presented. An appendix contains a discussion of the five campus environmental factors that foster responsible, health-enhancing behavior. Contains 149 references. (GLR)

ED 331 337 HE 024 383

Lee, John B. Merizotis, Jamie P.
Proprietary Schools: Programs, Policies and Prospects. ASHE-ERIC Higher Education Report No. 5.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-02-8; ISSN-0884-0040

Pub Date—90
Contract—R188062014
Note—115p.; For a related document, see HE 024 384.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 (\$17.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accreditation (Institutions), Certification, Educational Quality, Enrollment, Federal Aid, Higher Education, *Intellectual Disciplines, *Outcomes of Education, *Policy, *Proprietary Schools, State Aid, State Standards, Student Characteristics, Student Financial Aid

This report reviews what is known about today's proprietary schools, their role in higher education, their curricula, the types of students who attend them, educational outcomes of their graduates, and the policy issues that affect them. First, the report discusses the historical aspects of how private career schools evolved from the colonial era to the present day, and how the growth of these schools, after World War II, became closely associated with changes in federal student aid policy. Next, the role of proprietary schools in higher education is reviewed: what the outcomes of education are for their graduates compared to those from more traditional schools; how these schools are operated; and their institutional accountability. Additionally, the basic proprietary school curriculum is described, as well as its educational purpose. The report then discusses the characteristics of a typical proprietary school student, the current enrollment figures, and the educational outcomes of proprietary school graduates. Finally, the policy issues of state governments that can affect career school education are explored concerning accreditation, educational quality, unfair business practice, and protection of the state's financial interests in these schools. Contains an index and 94 references. (GLR)

ED 331 338 HE 024 384

Lee, John B. Merizotis, Jamie P.
Proprietary Schools: Programs, Policies and Prospects. ERIC Digest.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-5

Pub Date—Mar 90
Contract—R188062014
Note—3p.; For a related document, see HE 024 383.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 (\$1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Certification, Educational Quality, Enrollment, Higher Education, *Intellectual Disciplines, *Outcomes of Education, *Policy, *Proprietary Schools, State Aid, State Standards, Student Characteristics
Identifiers—ERIC Digests

This digest summarizes the ERIC report concerning proprietary school education. Many proprietary schools offer no degrees and many of their courses are less than one year. They are profit oriented and market driven with decision making centralized in the ownership. The curricula are job-skills oriented and comprise programs in office, technology (auto mechanics and computers), and personal service. About 60% of proprietary school students receive a certificate or degree, compared to about 40% from a community college. Proprietary school graduates' earnings are similar to those of community college vocational program graduates, however, they are likely to report more periods of unemployment. Enforcement of state licensing and accreditation policies to ensure educational quality, protect the state's financial interests in proprietary schools, and constrain unfair business practices are recommended. Four references. (GLR)

ED 331 339 HE 024 386

Keeping Faith with the Student-Athlete: A New Model for Intercollegiate Athletics.
Knight Foundation, Charlotte, NC. Commission on Intercollegiate Athletics.

Pub Date—Mar 91
Note—49p.

Available from—Knight Foundation, Commission on Intercollegiate Athletics, 301 South Brevard St., Charlotte, NC 28202.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Administrative Policy, Administrator Responsibility, *Administrator Role, Athletes, Athletic Coaches, *Change Strategies, *College Athletics, Higher Education, Integrity, *Intercollegiate Cooperation, Power Structure

Identifiers—*Knight Report on Intercollegiate Athletics, *Student Athletes

This report addresses the main issues of reform for intercollegiate athletics and suggests solutions. The first chapter introduces the core of the report's interest: the place of athletics on the nation's campuses and the imperative to place the well-being of the student-athlete at the forefront of the concerns. The second chapter presents recommendations and outlines a new structure of intercollegiate athletics characterized by the "one-plus-three" model: presidential control directed toward academic integrity, financial integrity, and independent certification. The third chapter calls for a nationwide effort, growing from the campuses outward, to put the "one-plus-three" model into effect and suggests appropriate roles for each of the major groups on campus. Among the recommendations proposed in the report are the following: (1) trustees will delegate to the president the administrative authority to govern the athletics program; (2) the policy role of presidents will be enhanced throughout the decision-making structures of the National Collegiate Athletic Association; (3) an athlete's eligibility each year, and each academic term, will be based on continuous progress toward graduation within 5 years of enrollment; and (4) contracts for athletics-related outside income of coaches and administrators, including shoe and equipment contracts, will be negotiated through the university. Contains an appendix. (GLR)

ED 331 340 HE 024 387

A National Mandate for Education Abroad: Getting on with the Task. Report of the National Task Force on Undergraduate Education Abroad.

Council on International Educational Exchange, New York, N.Y.; Institute of International Education, New York, N.Y.; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—May 90
Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Educational Improvement, Educational Planning, Foreign Culture, Futures (of Society), Higher Education, International Education, *International Educational Exchange, International Programs, Needs Assessment, Student Exchange Programs, *Study Abroad

This report addresses the proposition that higher education must provide more international content, and that the United States, at present, is ill-prepared for the changes in business, manufacturing, diplomacy, science, and technology that have come with an intensely interdependent world. Five major recommendations are presented and discussed: (1) by the year 2000, 10 percent of American college and university students should have a significant educational experience abroad during their undergraduate years; (2) as numbers and opportunities are expanded, it is urged that greater diversity in participating students, in foreign locations, and in types of programs be a major goal; (3) the study abroad experience must be integrated into regular degree programs in many different fields, including professional schools; (4) a variety of factors (e.g., lack of institutional commitment, language deficiencies, lack of support services) inhibit expansion of numbers and diversity in undergraduate education abroad and should be vigorously addressed; (5) expanded funding from both private and public sources will be essential if the academic community is to diversify the types of institutions, students, and experiences involved in study abroad in the years ahead. Appendices list task force members and related organizations. Contains 16 references. (GLR)

ED 331 341 HE 024 388

Paver, William J., Ed.
Handbook on the Placement of Foreign Graduate Students, 1990 Edition.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, D.C.

Report No.—ISBN-0-912207-50-7
Pub Date—90

Note—218p.

Available from—Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (\$45.00 plus postage and handling).

Pub Type—Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Admission, College Applicants, Credentials, Foreign Countries, *Foreign Students, Grading, *Graduate Students, Guidelines, Higher Education, International Educational Exchange, Postsecondary Education, Profiles, *Student Evaluation, *Student Placement

This handbook is designed to facilitate the placement of foreign students in U.S. colleges and universities. While it particularly emphasizes graduate and undergraduate admissions, it also provides information on many upper secondary and postsecondary programs as well. The handbook provides educational structure profiles on 131 countries and the Canadian provinces, each of which includes information on the country's educational system, their grading system, advice for admissions officers, and additional information or sources dealing specifically with each country listed. The educational system sections are coded with credentials identified by type and level. The grading system sections are generally drawn from reports published by Projects for International Education Research and the World Education Series of the American Association of Collegiate Registration and Admissions Offices. The advice sections provide general guidelines for admission and placement of students. Contains a bibliography of 11 items. (GLR)

ED 331 342

HE 024 389

Reed, Linda A.

Financial Aid Available to Students and Scholars from the People's Republic of China for Study and Research in the U.S.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div. Pub Date—87

Note—31p.

Pub Type—Reports - Descriptive (141) - Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Financial Needs, *Financial Support, *Foreign Students, Guidance, Higher Education, *Information Sources, *Primary Sources, Resource Centers, *Student Financial Aid, Student Needs, Student Research

Identifiers—*China, United States

This publication provides general information for Chinese students and researchers about procedures for identifying and applying to appropriate sources for financial aid. It describes the types of financial aid available, provides information about financial aid available from U.S. academic institutions, and from, or in cooperation with, the Chinese government and Chinese academic institutions. Also, information is provided on where to obtain details about financial aid that is available from the U.S. Government and from foundations, business corporations, and professional associations in the United States, as well as from international organizations. Highlights from this publication include the following: (1) financial support for the entire stay in the United States should be arranged well in advance of arrival; (2) total financial support may require several sources; (3) employment is not a viable way to supplement income for foreign students or scholars in the United States; and (4) opportunities for financial aid are severely limited once a foreign student or scholar has arrived in the United States. Appendices include a list of the sites of U.S. higher education collections in China (in Chinese and English), the Chinese institutions participating in the University Development Project, and the Chinese institutions receiving support from the United Board for Christian Higher Education in Asia. (GLR)

ED 331 343

HE 024 390

Krawuttschke, Eleanor, Ed. Roberts, Thomas, Ed. **Transcripts from Study Abroad Programs: A Workbook.**

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div.

RIE SEP 1991

Report No.—ISBN-0-912207-20-5

Pub Date—86

Note—75p.

Available from—Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (\$6.95 plus postage and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Records, College Transfer Students, *Credits, Grading, Higher Education, School Registration, Student Placement, *Student Records, *Study Abroad, Transfer Policy, *Transfer Programs, Workbooks

This workbook is the result of a 3-year study of transcripts and other documentation from study-abroad programs and is designed to be of use to both those responsible for making credit transfer determinations and those advising students on study abroad programs. It provides the following information: (1) guidelines for the documentation necessary in an ideal transcript; (2) an analysis of current transcript practices by college- and agency-sponsored programs; and (3) recommendations for the establishment of on-campus procedures at both a small private institution and a large public institution. Chapter 1 is concerned with working definitions and types of study abroad programs. The second chapter deals specifically with transcripts from a study-abroad program, as well as a brief discussion on how work abroad is transferred into U.S. credits and in what amount. Chapter 3 discusses and analyzes college-sponsored and agency-sponsored program documentation. Chapter 4 examines the procedures which might be instituted on campus to ensure efficient and appropriate granting of credit for study-abroad experiences. And chapter 5 provides commentary and recommendations. Thirty-three examples of actual documentation are included. (GLR)

ED 331 344

HE 024 391

Stephens, Jennifer

Background and History of the Exchange Visitor Program from the Perspective of Educational Institutions of Higher Learning.

Pub Date—Sep 88

Note—18p.; Paper submitted to the Government Regulations Advisory Committee of the National Association for Foreign Student Affairs.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Criteria, *Foreign Students, Higher Education, History, International Education, *International Educational Exchange, Legislation, *Program Descriptions, Program Design, *Student Exchange Programs, Study Abroad

Identifiers—*Exchange Visitor Program, United States

This paper examines the Exchange Visitor Program in which students, scholars, and other professionals have spent varying amounts of time studying or practicing in the United States. The discussion looks at the program's historical background, the exchange visitor classifications (private or governmentally sponsored), the categories and conditions under which individuals could be accepted for exchange visitor sponsorship, the 2-year home residence requirement, and the grounds on which waivers are granted. Next, legislative changes and new developments in exchange visitor requirements and regulations that occurred since the program's inception 40 years ago are reviewed, as well as the evolution of the program. New trends in U.S. educational programs, such as internships or work-study programs, and why these changes are equally appealing to foreign nationals are discussed. Next, the administrative position of responsible officer is examined, followed by an exploration of the change in focus of faculty/research scholar exchanges and how this has benefited foreign nationals over the years. Finally, what the considerations/expectations of exchange visitor participants should be in the 1980's are discussed, followed by an historical look at the administration of the exchange program. A summary and conclusions are presented. Contains an appendix specifically addressing the issue of foreign medical graduates. (GLR)

ED 331 345

HE 024 392

Burn, Barbara B.

Raising the Curtain. A Report with Recommendations on Academic Exchanges with East Central Europe and the USSR, East Central Europe

Information Exchange Report 1.

Institute of International Education, New York, N.Y.

Spons Agency—Council on International Educational Exchange, New York, N.Y.

Pub Date—91

Note—54p.; Paper prepared for the International Committee for the Study of Educational Exchange and the International Association of Universities.

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Economic Factors, Financial Support, Higher Education, Information Needs, *International Cooperation, International Education, *International Educational Exchange, *International Programs, Political Influences, Resources, Trend Analysis

Identifiers—*Europe (East), United States, *USSR

This report provides an overview of the changes in the development of academic exchange activity between the United States, the Soviet Union, and East Central Europe in the context of far-reaching reforms throughout the region. It also explores the factors which may facilitate or inhibit further growth in academic exchanges. The report begins with a discussion of the importance of a small number of national exchanges, particularly the Fulbright and International Research and Exchange Board (IREX) programs, which have been active since the 1960s. Next, several factors are mentioned which may tend to inhibit reciprocal activities in the short term, including difficulties in international travel and communication, the growing financial burden for East European institutions seeking to bear a portion of the cost of exchange activity, lack of proficiency in the host country language, and the fear of a "brain drain." The report then addresses the need for expanded information and financial resources to facilitate the development of productive academic links between the United States and partners in the region. Appendices include the Strategy of the Study, the Exchange Agreement Between the University of Lowell and Tbilisi State University, the U.S.S.R.-U.S. Exchange Agreements, and the East Central European-U.S. Exchange Agreements. (GLR)

ED 331 346

HE 024 393

Reiff, Richard F., Ed.

Living and Learning for International Interchange:

A Sourcebook for Housing Personnel.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div.

Report No.—ISBN-0-912207-13-2

Pub Date—86

Note—34p.

Available from—Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (\$4.95 plus postage and handling).

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Interrelationships, Curriculum Development, *Dormitories, Foreign Students, *Group Experience, Higher Education, *Living Learning Centers, On Campus Students, *Personnel Selection, Resource Materials, *Social Integration, Staff Development

This sourcebook is designed to enable college residence hall staff to address more effectively the unique problems, needs, and concerns of foreign students. It provides numerous ideas for promoting international living centers, including examples of international living centers, curricula, programs, and resources for staff training and development. Chapter 1 offers an elementary preview of intercultural communication, some values and assumptions that affect behavior, a discussion of culture shock, and some program ideas for residence hall staff. Chapter 2 provides information to assist residence staff in thinking about these needs and to suggest some possible solutions. It presents three different models of housing: international living centers; residence halls for graduate and other older single students; and family housing complexes. Also, the chapter summarizes the administration of each of these types of housing. Chapter 3 lists some specific programs that can be used within residence halls to promote international interchange. The final chapter is designed to aid the process of staff selection and develop-

ment, including discussions of staff development programs and a list of recommended staff development references. Contains 23 references. (GLR)

ED 331 347 HE 024 394

Handbook for Community Organizations Working with Foreign Students: Developing, Maintaining, Revitalizing Programs.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div. Report No.—ISBN-0-912207-14-0

Pub Date—86

Note—67p.

Available from—Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (\$5.95 plus postage and handling).

Pub Type—Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Programs, *Foreign Students, Guides, Higher Education, Orientation, *Program Development, *Social Agencies, Social Support Groups, *Student Adjustment, *Voluntary Agencies

This handbook addresses the activities of community volunteers in providing such services as orientation, counseling, enrichment programming, and English language training to foreign students. It is designed for those who would like to start a community organization of this type or who feel their present program would benefit from review and, perhaps, a revitalization effort. Although the handbook deals primarily with hosting programs, it also gives suggestions for other community programs that involve foreign students. Chapters 1 and 2 discuss how to start a foreign student welcoming program, the resources needed, and how to obtain support and visibility in the community. Chapter 3 lists the areas to be addressed in order to become a functioning organization, including a statement of the organization's mission, structure, name and logo, and constitution and bylaws. Chapter 4 discusses establishing a hosting program, such as the recruitment of hosts and students, setting up social events for hosts and students, and administrative duties. Developing additional programs and the actions necessary for becoming a successful volunteer organization are explained in chapters 5 and 6, respectively. Publicizing methods, evaluation techniques, and resources that are available for help conclude the handbook. Contains 16 appendices of resource material samples. (GLR)

ED 331 348 HE 024 395

Boyd, Alan W., Ed. Noss, Elaine M., Ed. Malaysian Students in U.S. Colleges and Universities.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div. Report No.—ISBN-0-912207-15-9

Pub Date—86

Note—58p.

Available from—Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (\$6.95 plus postage and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), *College Students, *Cultural Awareness, *Cultural Background, *Cultural Traits, Ethnic Groups, *Foreign Students, Higher Education, History, *International Educational Exchange, *Student Characteristics

Identifiers—*Malaysians

This publication is a response to the need for better understanding of the Malaysian student population studying U.S. institutions of higher education. Part 1 is an introduction to Malaysia, with two articles giving background information. The first is a history of Malaysia and the development of its education system, by Fatimah Hamid-Don of Ohio University. The second is a concise description of the Malaysian education system today, by Joann Stedman of Columbia University. Part 2 describes the parameters of educational exchange between Malaysia and the United States in three chapters. The first outlines demographic factors of the population of Malaysian students coming to the United States, written by Dr. Marti Thomson of the Malay-

sian-American Commission on Educational Exchange. The second chapter is the text of a policy speech delivered in 1985, by the Secretary General of the Malaysian Ministry of Education, Tan Sri Dato Haji Othman bin Abdul Malek. The third chapter describes Malaysia's presence in this country via its student departments, written by Baharom Othman of the Malaysian Embassy in the United States. Part 3 deals with the students themselves, the customs and traditions of each of Malaysia's three major ethnic groups, as well as an analysis of Malaysian students' cultural characteristics as they affect the students' adjustment to American campuses and lifestyle. Part 4 contains a selective bibliography of 30 references and a listing of addresses of Malaysian Student Departments and organizations concerned with Malaysian-American educational exchange. Contains 25 references. (GLR)

ED 331 349 HE 024 396

Perkins Student Loans. Need for Better Controls over Loans Recovered from Closed Schools. Report to the Secretary of Education.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO-HRD-91-70

Pub Date—Mar 91

Note—12p.

Available from—United States General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free, additional copies, \$2.00 ea., 25% discount on 100+ copies).

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Problems, *Assessed Valuation, Evaluation Methods, Federal Aid, Higher Education, *Loan Default, *Loan Repayment, Paying for College, Program Termination, *Property Accounting, School Closing, *Student Loan Programs

Identifiers—*Perkins Loan Program

This report examines the Perkins Student Loan Program, and in particular, the weaknesses in the Department of Education's policies, procedures, and practices for recovering Perkins loan fund assets from schools that go out of business. The report reveals that when schools in the Perkins Student Loan Program close, the Department of Education lacks: (1) adequate guidance for accurately determining the value of assets due from the schools, and (2) a system for calculating and reconciling the value of assets returned with the amounts due. As a result, the Department does not know whether all Perkins assets are being received and accounted for. Additionally, the report reveals that Perkins loans recovered from closed schools are not promptly entered into the Department's debt-collection system, thereby allowing them to be serviced. As of June 1990, the Department had a 10-month backlog of loans to be serviced. Department officials also claimed that they expected school closures to increase further because of recent changes to the Higher Education Act and agreed that delays in recording and servicing loans acquired from closed schools can contribute to increased loan defaults. Conclusions and recommendations are included. (GLR)

ED 331 350 HE 024 397

Programs for Spouses of Foreign Students.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div. Report No.—ISBN-0-912207-32-9

Pub Date—86

Note—31p.

Available from—Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (\$3.95 plus postage and handling).

Pub Type—Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Community Programs, *Family Programs, *Foreign Students, Guides, Higher Education, Married Students, Orientation, Program Development, Social Agencies, *Social Support Groups, *Spouses, Voluntary Agencies

This handbook examines community program components and development for spouses of foreign students learn about and adjust to the United States. Chapter 1 focuses on program components, such as club activities, English instruction, creative classes, health care classes, professional contacts, child care,

and spouse-directed programs. Chapter 2 discusses the basic principles which apply to any type of programming for foreign student spouses, these include sponsorship, budgeting, the facilities being used, and meeting schedules. Chapter 3 supplies information that is intended to be used for setting up a comprehensive, well-rounded program in which a group setting is appropriate. This includes assessing needs, forming a steering committee, publicizing the program, and selecting the activities for the first session of the program. Brief discussions follow in chapters 4 and 5 on program evaluation and benefits. Eight appendices of sample resource materials are provided. (GLR)

ED 331 351 HE 024 398

Resource Manual for Alcohol and Other Drug Abuse Education in Emergency Medicine.

American Coll. of Emergency Physicians, Dallas, TX; Society of Teachers of Emergency Medicine, Lansing, MI; University Association of Emergency Medicine.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—[88]

Contract—ADM-281-85-0011

Note—45p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alcohol Abuse, Alcoholism, Attitudes, *Curriculum Development, *Drug Abuse, Higher Education, Information Sources, Knowledge Level, *Medical Education, Minimum Competencies, Physicians, *Student Educational Objectives

Identifiers—*Emergency Medical Services

The curriculum guide and bibliography identifies the minimum skills, knowledge, and attitudes that emergency physicians should have relative to drug and alcohol abuse and identifies appropriate educational materials and strategies for medical schools to include in their training programs. Objectives were based on 73 survey responses from medical schools and residency programs in emergency medicine. The 45 identified objectives are grouped into the following six categories: (1) general issues; (2) diagnosis and recognition of alcohol and other drug abuse; (3) management of alcohol or other drug abuse; (4) complications; (5) special populations and substance abuse; and (6) physician impairment. A review of over 200 reference materials resulted in a bibliography of 76 recommended items. Included for each item in the bibliography are the specific objectives to which the material pertains, standard bibliographic data, a brief description, and the educational level (undergraduate and/or graduate) for which the material is appropriate. There is also a materials/objectives matrix which provides a quick guide to the materials that address each of the six categories of objectives. (DB)

ED 331 352 HE 024 399

Denney, Martha

Going Home: A Workbook for Reentry and Professional Integration.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—Agency for International Development (IDCA), Washington, DC. Office of International Training.

Report No.—ISBN-0-912207-32-9

Pub Date—86

Note—167p; For a related document, see HE 024 400.

Available from—National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 (\$4.25 plus postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Planning, Emotional Adjustment, *Foreign Students, Goal Orientation, Higher Education, Information Networks, Information Sources, Orientation, *Student Adjustment, *Student Development, *Student Educational Objectives

Identifiers—*Foreign Students Home Country Reentry

The workbook for foreign students attending U.S. universities is divided into three parts. The first part, "Planning Your Program," is designed to be completed shortly after arriving on campus and asks the student to think about his/her reasons for being in

the United States, goals, expectations of others, and how academic work will apply when returning home. Worksheets are provided for planning a budget, thinking about the financial realities at home, and making the most of financial resources available in the United States. Part Two, "Building a Professional Network," is designed to help the student gather and catalog information in a systematic way during his/her stay in the United States. It also encourages staying in contact with families and past or prospective employers. Part Three, "Preparing To Go Home," is designed to be completed during the last few months in the United States and covers practical aspects such as packing and completing one's work, and personal aspects such as thinking through the changes made while living in the United States and how the changes will affect the student on his/her return home. A bibliography of 21 items is included. (DB)

ED 331 353 HE 024 400

Pusch, Margaret D. Loewenthal, Nessa
Helping Them Home: A Guide for Leaders of Professional Integration and Reentry Workshops.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—Agency for International Development (IDCA), Washington, DC. Office of International Training.

Pub Date—88

Note—34p; For a related document, see HE 024 399.

Available from—National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 (\$4.95 plus postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counseling Services, Cultural Differences, Foreign Student Advisers, *Foreign Students, Group Discussion, Higher Education, Orientation, *Student Adjustment, *Student Development, Transitional Programs, Values, *Workshops

Identifiers—*Foreign Students Home Country Reentry

The guide offers 13 modules on integration and reentry of foreign students returning to their home countries, designed to span the period from first arrival at the U.S. university to the final return. Stressed is the need for students to adapt to unexpected problems on their return due to both changes in their home situation and changes in themselves. An introductory essay examines different views of the reentry transition process and identifies factors associated with successful adjustment. Suggestions for using the guide and developing reentry workshops are presented. Provided for each module are specific objectives, the process (including group activities), resources needed, time needed, and staff needed. Modules have the following titles: "Group Introductions"; "Reentry upon Arrival"; "Looking Back"; "Anticipating Professional Integration"; "Looking Ahead: Expectations"; "Looking Ahead: Why Should I Be Worried?"; "Looking Ahead: Fooling Ourselves"; "Moving On"; "Predeparture Planning"; "A Look at Values"; "Managing Your Concerns: An Inventory of Reentry Problems"; "Lift-Off and Check-Back"; and "Evaluation." Includes 12 references. (DB)

ED 331 354 HE 024 401

The ARAMCO Industrial Training Centers: Academic Training and College Preparatory Programs: A Descriptive Report.

ARAMCO Services Co., Houston, TX; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—May 85

Note—39p.

Available from—National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 (\$4.25 plus postage and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Preparation, *Course Content, *Curriculum, English (Second Language), *English Instruction, Foreign Countries, Higher Education, High Schools, Job Training, *Labor Force Development, Mathematics, On the Job Training, Petroleum Industry, *Private Sector, Sciences

Identifiers—*Arabian American Oil Company, Saudi Arabia

The report describes the components of the educational program provided by the Industrial Training Centers of the Training and Career Development Organization of ARAMCO (Arabian American Oil Company) in Saudi Arabia.

ARAMCO provides in-house academic or job skills training to over 15,000 employees. Characteristics of the company's training program include a flexible organization permitting rapid adjustment of curricula and close cooperation with the Saudi government. Academic training takes place in three settings: Industrial Training Centers, the College Preparatory Program Center, and the Professional English Language Center. A section on ARAMCO English language training programs covers English instruction in all three settings, faculty, staff development, curriculum and materials, student evaluation, and comparison with other English language programs. The Industrial Training Centers are described including their mathematics, science, and general education courses. The college preparatory program is also reviewed, noting mathematics and science courses, support materials, student assessment, textbooks, and comparison with U.S. high school mathematics and science programs. Remaining sections address preparation for Out-of-Kingdom study, admissions considerations, and academic support services. (DB)

ED 331 355 HE 024 402

Kells, H. R., Ed.

The Development of Performance Indicators for Higher Education: A Compendium for Eleven Countries. Programme on Institutional Management in Higher Education.

Spons Agency—Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-90.10

Pub Date—Jun 90

Note—134p.

Available from—Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 Paris, Cedex 16, France.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Outcomes Assessment, *Comparative Education, *Evaluation Criteria, Evaluation Methods, Foreign Countries, Higher Education, Long Range Planning, *Performance Factors, Political Influences

Identifiers—Australia, Austria, Canada, Denmark, Finland, France, Greece, Netherlands, Norway, *Performance Indicators, Sweden, United Kingdom

The report examines the development and implementation of performance indicators at institutions of higher education, through presentation of position statements on 11 countries: Australia, Austria, Canada, Denmark, Finland, France, Greece, Netherlands, Norway, Sweden, and United Kingdom. General conclusions are summarized in an introductory section and include the following observations: (1) there has been substantial development in the area of performance indicators over the past 2 years; (2) developments clearly reflect the importance of national and cultural settings, and the political agendas of governments figure strongly in performance indicator development; (3) the emerging relationship between performance indicators and funding mechanisms is of importance; (4) institutional self-regulation within well-defined institutional and systemic goals is desirable; (5) some governments are requesting that institutions prepare 3-5 year development plans; (6) there is concern as to the adequacy of the management information systems needed to sustain performance indicators; (7) while there is some satisfaction with progress made on indicators relating to research, much work remains in the domains of teaching, finance, and public service; and (8) of greatest concern is the problem of publication of indicators on a comparative basis across institutions. Appendices include documentation supporting some of the individual country reports. (DB)

ED 331 356 HE 024 406

Magraw, Sukie

Women's Bodies in a Man's World.

Wellesley Coll., Mass. Center for Research on Women.

Pub Date—84

Note—13p.

Available from—Wellesley College, Center for Research on Women, Wellesley, MA 02181 (\$5.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletic Fields, *Body Image, College Curriculum, College Students, Courses, Curriculum Development, *Females, Higher Education, Physical Activities, *Physical Education, Physical Education Teachers, Self Concept, Single Sex Colleges, *Women's Athletics, *Women's Education

Identifiers—*Wellesley College MA

Physical education today is a discipline defined by men and seen largely as a male domain in which women are regarded as physically inferior. The dominant male ideology has established the physical standards for women which has the effect of preventing most women from feeling good about their bodies. With the recent rapid growth of women's athletics, however, the patriarchy has been less successful in controlling female sports. Physical educators should encourage female college students to take up physical activity and to compete in organized sport. New curricula in physical education need to be developed to encourage women to take control of their bodies and should include such topics as body awareness, the connections between body and mind, sexuality, nutrition, health and hygiene, and stress management. Wellesley College, Massachusetts, includes a one-year physical education requirement with the curriculum focusing on skill classes such as self-defense and yoga, as well as such topics as first aid and sports medicine. Physical education should be redefined to recognize its importance to feminist goals. Includes 13 references. (LPT)

ED 331 357 HE 024 409

Millett-Sorensen, Karin Crownhart, Skip
Foreign Student Advising as a Profession: The 1984 Survey. NAFSA Field Service Working Paper #4.

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Pub Date—85

Note—159p; Paper presented at the Annual National Association for Foreign Student Affairs Conference (39th, Long Beach, CA, May 26-29, 1987).

Available from—NAFSA Publications Order Desk, 1860 19th Street, NW, Washington, DC 20009 (\$6.45).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Colleges, *Counselor Characteristics, *Educational Background, *Foreign Student Advisers, Foreign Students, Higher Education, Surveys, Universities

Identifiers—National Association for Foreign Student Affairs

A survey of foreign student advisors (n=800) with a response rate of 485 or 61% was conducted in 1984 to provide the National Association for Foreign Student Affairs (NAFSA) with data on the backgrounds of its members. Findings indicated that: (1) less than 50% were employed on a full-time basis; (2) over 94% held academic degrees; (3) there was very little homogeneity in educational background among advisors with only 18% holding degrees in education; (4) 70% identified contact with different nationalities as the most enjoyable activity in their work; (5) over 60% agreed that the foreign student advisor is often the least influential in the entire organizational structure of the university; (6) 86% ranked cross-cultural counseling as the most useful skill while 64% listed cross cultural sensitivity as the most valuable personal quality needed; (7) there was a 40% shift in reporting lines for foreign student advisors since the 1961 Higbee study; and (8) about 50% indicated the Office of Foreign Student Advising was allocated a separate budget. Foreign student advisors strongly felt that NAFSA should play a greater role in enhancing their status within institutions of higher education, should focus more on foreign student advisors as professionals, and should establish criteria for entry in the field. The survey and four references are appended. (LPT)

ED 331 358 HE 024 410

Ebbin, Allan J. Blankenship, Edward S.

A National Survey of College Health Centers Concerning the Health Care of International Students. NAFSA Field Service Working Paper #5.

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Spons Agency—United States Information Agency,

Washington, DC. Student Support Services Div.
Pub Date—85

Note—16p.; Paper presented at the Annual Conference of the National Association for Foreign Student Affairs (39th, Long Beach, CA, May 26-29, 1987).

Available from—NAFSA Publications Order Desk, 1860 19th Street, NW, Washington, DC 20009 (\$2.65).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Comparative Analysis, Diseases, *Foreign Students, Higher Education, Incidence, Medical Care Evaluation, National Surveys, *School Health Services, Student Attitudes, *Student Behavior, Universities Identifiers—*University of Southern California

A national survey of the health care of international students was conducted to: (1) determine if incidence differences in certain conditions found among international students at the University of Southern California are unique to that institution or typical of other universities; (2) analyze the interaction between health center staff and international students; and (3) compare international students with domestic students concerning those behaviors which may present barriers/obstacles to health and health care delivery. Questionnaires were distributed to health center directors at two- and four-year colleges with more than 200 international students. Analysis of returned responses (n=180) revealed: similar patterns of disease incidence as found at the University of Southern California; no significant difference in use of health centers among international students and domestic students; barriers to health care among international students including language, nutrition, religious beliefs, and family influence; and more distrust, reluctance and less compliance in using health service facilities among domestic than among international students. Included are eight tables and four references. (LPT)

ED 331 359 HE 024 411

Naughton, June C., Ed. And Others

Health Care for the International Student: Asia and the Pacific.

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div.

Pub Date—85

Note—127p.

Available from—NAFSA Publications Order Desk, 1860 19th Street, NW, Washington, DC 20009 (\$8.25).

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Students, Cross Cultural Studies, Cultural Differences, Foreign Countries, *Foreign Students, *Health, Health Personnel, *Health Services, Higher Education, Prevention Identifiers—Asia (South), Asia (Southeast), *Asia Pacific Region

This handbook consists of 24 papers addressing various aspects on health care and health care systems and services for foreign students from the Asia Pacific Region. The papers are: "Providing Health Care for International Students" (Donald F. B. Char); "Major Health Care Systems in Asia and the Pacific: Mainland China, Taiwan, Hong Kong" (Julia J. Tsuei); "The Health Care System of Korea" (Chai Bin Park); "Characteristics of Burma's Medical/Health Care System" (Burmese students in Hawaii); "Tips on Health Care for Indo-Chinese Students" (An T. Nguyen); "Health Care in the Cultural System of Indonesia" (Agus Suwandono); "Malaysian Health and Cultural Beliefs" (Farida H. Che Din); "The Student from the Philippines" (Divina A. R. Telan-Robillard); "Health and Culture in Thailand" (Chamman Prasertchoung); "Health Care for Micronesia Students" (Donald H. Rubinstein); "The Health Care System of Papua New Guinea" (Georgeda Buchbinder); "The American Health Care System: Its Organization and Operation" (Robert E. Mytinger); "Preventive Assistance and Health Care" (Nancy Stockert); "Counseling Asian and Pacific Island Students" (Nancy Stockert; June Naughton); "Nutrition" (Jan Pachelbel); "Sexuality and Sexual Harassment" (Nancy Stockert); "Academic Problems" (June Naughton); and, "Crisis Information" (June Naughton). Appendices include a checklist for foreign student advisers handling death-related events for international students/scholars, 46 chapter ref-

erences, and an evaluation form requesting comments and suggestions about the handbook. (LPT)

ED 331 360 HE 024 412

Zinman-Madoff, Elaine

British University Certificate and Diploma Programs (All Fields Except Education, Teacher Training and Health). NAFSA Field Service Working Paper #7.

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Spons Agency—Educational Testing Service, Princeton, N.J.; United States Information Agency, Washington, DC. Student Support Services Div.

Pub Date—Nov 85

Note—361p.; Paper presented at the Key Educational Systems Symposium (November, 1985). Not available in paper copy due to marginal legibility.

Available from—NAFSA Publications Order Desk, 1860 19th St., NW, Washington, DC 20009 (\$6.90).

Pub Type—Reference Materials - Directories/Catalogs (132) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Admission Criteria, *College Programs, Colleges, *Courses, Foreign Countries, Graduate Study, Higher Education, *Masters Programs, *Program Length, Undergraduate Study, Universities

Identifiers—*United Kingdom

This document presents information on programs in all areas of study, with the exception of education, teacher training and health programs, offered at 38 British higher education institutions, including the University of Cambridge, Leeds, Oxford, York and the Open University. The document covers undergraduate, graduate and post-graduate certificate/diploma programs. Information provided is by program within each university and includes entry requirements, course duration, subjects of study, and the nature of the assessment. A list of acronyms and abbreviations is included. (LPT)

ED 331 361 HE 024 413

Laffrey, Larry

International Living Centers: The State of the Art. NAFSA Field Service Working Paper #8.

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div.

Pub Date—May 88

Note—34p.; Paper presented at the Annual National Association for Foreign Student Affairs Conference (41st, Minneapolis, MN, May 30-June 2, 1989).

Available from—NAFSA Publications Order Desk, 1860 19th Street, N.W. Washington, DC 20009 (\$3.60).

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Housing, Foreign Countries, *Foreign Students, Higher Education, *Housing, Institutional Characteristics, Residential Programs

Identifiers—Canada, *International Living Centers Resulting from an International Living Center workshop organized by the National Association for Foreign Student Affairs, this document presents a typology of different examples of commonly found international living centers in the United States and Canada. International living centers are broadly defined as a residential center for domestic and foreign people where there is an intentional plan to provide an environment to foster cross-cultural interaction. The centers are categorized according to size, administrative structure, and university affiliation. Information provided for each center includes: background information; composition of residents; staffing; programming; and internal evaluation. Appended are lists of workshop participants, resource persons and their affiliation. (5 references) (LPT)

ED 331 362 HE 024 414

Aldrich-Langen, Caroline, Ed.

Foreign Educational Systems: Future Directions in Research and Information Management. NAFSA Field Service Working Paper #9.

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div.

Pub Date—Jul 89

Note—67p.; A report on the NAFSA Field Service Symposium (Sublimity, OR, July 8-10, 1989).

Available from—NAFSA Publications Order Desk, 1860 19th Street, NW, Washington, DC 20009 (\$6.00).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Information, *College Admission, Educational Policy, Educational Research, Foreign Students, Glossaries, Higher Education, Information Dissemination, *Information Management, Information Needs, International Cooperation, *International Educational Exchange, International Organizations, *Research Administration, *Research Needs, Research Projects, *Resource Allocation, Study Abroad, Surveys

Identifiers—American Assn Coll Registrars Admissions Officers, National Association for Foreign Student Affairs

This document reports on a National Association for Foreign Students Field Service symposium organized to discuss future directions for research and information management in the field of foreign educational systems, especially in relation to student evaluation for purposes of college admission. Participants included representatives from universities and organizations that support international educational exchange. The major issues considered were: the goals and priorities for international educational research; the review process for research and placement recommendations; resource development and allocation; and information management. Included in the report are summaries of discussions, surveys, workshop reports, the keynote address and a glossary. Appendices include: (1) text of the keynote address by Cassandra Pyle; (2) two Discussion papers, "Foreign Educational Systems: Priorities in Research" (Rebecca Dixon) and "Foreign Educational Systems: Options in Information Management and Dissemination" (Steve Watson); (3) summaries of survey results for the "1989 Survey of Users of Information on Foreign Educational Systems" and the "1989 Survey of Associations and Agencies"; (4) a status report on "TRACE" (Trans Regional Academic Mobility and Credential Evaluation), an international higher education database; and (5) a list of symposium participants and their affiliation. (LPT)

ED 331 363 HE 024 415

Limbird, Martin And Others

The Korea Papers: Profiles in Educational Exchange. NAFSA Field Service Working Paper #10.

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Spons Agency—United States Information Agency, Washington, DC. Student Support Services Div.

Pub Date—Oct 88

Note—100p.; Papers presented at the Advanced Professional Development Symposium on the Educational System of Korea, held in conjunction with the NAFSA Region VI Conference (Columbus, OH, October 25-29, 1988). Some pages contain very light type.

Available from—NAFSA Publications Department, 1860, 19th Street, N.W., Washington, DC 20009 (\$7.45).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Students, Cultural Differences, Educational Anthropology, Educational Policy, Foreign Countries, *Foreign Students, Higher Education, *Professional Development, Religious Differences, *Social Differences, Teachers, Universities, Values

Identifiers—Seoul National University (South Korea), *South Korea

This document comprises four papers which were presented at the Advanced Professional Development Symposium on the Educational System of Korea. The papers discuss various topics on the education of Koreans both at home and in the United States including employment for U.S.-Trained Koreans in Korea, and linguistic, cultural and educational differences between Americans and Koreans. The first paper, "The American Experience in Retrospect: Views of U.S. Educated Koreans Inside Korean Conglomerates" by Martin Limbird, considers U.S.-educated Koreans as employment policy makers, employers' views of practical training, U.S. alumni views on adjustment into the Korean corporate structure, and the value to them of "learning to reason." The second paper,

"Korean Ideas and Values" (Michael C. Kalton) discusses Korean culture including family and social relationships, decorum, age, filial piety, Unhae ("gracious favors"), personalism, education, and male/female attitudes. The third paper, by James H. Robinson, is titled "Linguistic, Cultural and Educational Contexts of Korea" and considers linguistic differences, syntax, phonology, sociolinguistics, contrastive rhetoric, perseverance, politeness, obedience, educational differences, the study ethic, co-operation, plagiarism. The final paper is "The Natives are Restless: Anthropological Research on a Korean University" by Fredric Marc Roberts and Chun Kyung-soo. It discusses political activism at Seoul National University, tensions between students and teachers, and political pressures. References accompany each paper. (LPT)

ED 331 364 HE 024 416
OSEAS/ADEC Blocked Currency Survey.

NAFSA Working Paper #12.
 National Association for Foreign Student Affairs,
 Washington, DC. Field Service Program.

Pub Date—90
 Note—19p.

Available from—NAFSA Publications Office,
 1860, 19th Street, N.W., Washington, DC 20009.
 Pub Type—Reference Materials (130) — Reports
 — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compliance (Legal), Fees, Financial Needs, *Financial Problems, Foreign Countries, *Foreign Students, Higher Education, *International Trade, *Study Abroad, Tuition

Identifiers—*Foreign Currency
 Recognizing the need to fill the gap of knowledge concerning currency restrictions, a survey was conducted with the aim of creating a database and directory listing currency restrictions in the world, and also to alert overseas advisers and their U.S. counterparts to the difficulties international students may encounter when trying to obtain funds to pay tuition and fees. Survey results are presented in the following categories: (1) country and current exchange rate (correct as of March 1990); (2) restrictions on spending currency to the United States from home country and conditions, if any, imposed by governments and central banks; (3) anticipated duration of restrictions; (4) restrictions on pre-admission fees as well as difficulties students may experience trying to get money orders to pay for application and test fees; (5) amount allowable to bring to United States; (6) amount allowable to transfer to United States; (7) restrictions on funds for dependents (spouse and/or children); (8) documents needed to transfer funds; (9) special exchange rates for students; (10) dollar amount accounts allowed in local banks; (11) CHIPS banks (worldwide electronic system for clearing checks). (16 tables) (LPT)

ED 331 365 HE 024 418

Devlin, Edward. Silny, Joseph.
Update on the Educational Systems of Poland and Czechoslovakia. NAFSA Field Service Working Paper #14.

National Association for Foreign Student Affairs,
 Washington, DC. Field Service Program.

Pub Date—90

Note—11p.; Paper presented at the Annual NAFSA Conference (43rd, Boston, MA, May 24-27, 1991).

Available from—NAFSA Publications Order Desk,
 1860 19th St. NW, Washington, DC 20009 (\$3.00).

Pub Type—Reports - Descriptive (141) —
 Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Legislation, *Educational Policy, *Elementary Secondary Education, Foreign Countries, Higher Education, Political Influences, Problems, Social Change

Identifiers—*Czechoslovakia, *Poland

This report, resulting from a visit to Czechoslovakia and Poland to conduct preliminary research for the 1991 Projects in International Education Research (PIER) workshop on the educational systems of Czechoslovakia and Poland, presents information on the status of educational systems of both countries. Historical descriptions of the educational system of both countries, including elementary, secondary, and higher education are presented. Implications of historical status for the present, current measures taken to improve/change the status of higher education and the areas to be monitored for

both countries are also discussed. It is concluded that the educational problems faced in the two countries are enormous, and this includes the quality of secondary instruction, the educational dislocations inevitable in the transition from controlled economies to competitive free market economies and the elaborations of new and only partially understood educational legislation. (LPT)

ED 331 366 HE 024 422

Dialogue on SINO-US Educational Exchange.
NAFSA Delegation Report, Fall 1990. Field Service Working Paper #18.

National Association for Foreign Student Affairs,
 Washington, DC. Field Service Program.

Pub Date—90
 Note—62p.

Available from—NAFSA Association of International Educators, 1875 Connecticut Avenue,
 N.W., Suite 1000, Washington, DC 20009-5728 (\$5.40 plus postage and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Colleges, Cooperative Planning, Foreign Policy, *Foreign Students, Higher Education, *International Cooperation, *International Educational Exchange, International Programs, *Public Policy, Student Behavior, Travel, Universities

Identifiers—*China, Foreign Students Home Country Reentry, Student Expectations

This document reports on a September 1990 meeting held in the People's Republic of China (PRC) involving National Association for Foreign Student Affairs (NAFSA) representatives and officials from: China's State Education Commission (SEDC); major Chinese universities; the bureau of higher education in Beijing, Shanghai, and Guangzhou; the United States embassy in China; and the United States Information Service (USIS). The meeting sought to investigate issues relating to Sino-American academic exchange, including the return of Chinese students and scholars to China after program completion, and the issuance of visas. After an introduction, the report discusses: (1) the history and status of Chinese students preparing to study abroad and the role of the USIS in China; (2) student flows to the United States including the types of students, types of sponsorship, regulations, and the notarization of U.S. admissions documents; (3) American policies regarding the awarding of visas to students, scholars and their dependents; (4) issues relating to the return of Chinese students to China after program completion; and (5) future prospects on China/United States relations concerning educational exchange. Appendices include a list of meeting participants and their affiliations, information on Advance Parole for PRC Nationals, visa issuance rates, and exit procedures for Chinese students and scholars. The NAFSA delegation found that the flow of Chinese students into U.S. colleges and universities appears to be continuing undiminished. (LPT)

ED 331 367 HE 024 423

Steele, Roger.
Winrock/NAFSA Workshop on Improving Academic Programs in Agriculture for Students from Developing Countries. NAFSA Working Paper #19.

National Association for Foreign Student Affairs,
 Washington, DC. Field Service Program.

Spons Agency—Agency for International Development (IDCA), Washington, DC. Office of International Training.

Pub Date—90
 Note—21p.

Available from—NAFSA Association of International Educators, 1875 Connecticut Avenue,
 N.W., Suite 1000, Washington, DC 20009-5728 (\$3.50 plus postage and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, College Curriculum, Curriculum Development, *Developing Nations, *Educational Improvement, *Foreign Students, *Graduate Study, Higher Education

This report presents the results of a January 26-27, 1990, workshop organized by the National Association of Foreign Student Affairs (NAFSA) and the Winrock Institute for Agricultural Development to discuss ways to improve academic programs for international students studying in graduate agricultural disciplines. Participants were sponsored foreign graduate students, academic ad-

visors from various agricultural disciplines, and international program administrators. Summaries of general workshop discussions are organized by category of participants. Action agenda recommendations include: the development of documentation to explain the role and activities of participant training contractors; creation of small research award programs to support early professional development in home countries; internationalization of United States universities' curricula in agriculture, incorporating relevance of agriculture education to home country situations; and the development of a central clearinghouse to provide relevant information and resources for international student advising. Appended are summaries of formal workshop presentations: "Improving Academic Programs in Agriculture for Students from Developing Countries: Concerns of African Ph.D. Students" (Josephine Beoku-Betts); "Improving Academic Programs in Agriculture for Students from Developing Countries: Concerns of Field Staff" (Michael Wallace); and "Improving Academic Programs in Agriculture for Students from Developing Countries: Developing an Advising Network" (William Smart). The workshop agenda and a list of participants and their affiliations are included. Contains five references. (LPT)

ED 331 368 HE 024 424

Lederman, Ellen.
College Majors: A Complete Guide from Accounting to Zoology.

Report No.—ISBN-0-89950-462-0
 Pub Date—90

Note—122p.

Available from—McFarland & Company, Inc., Publishers, Box 611, Jefferson, NC 28640 (\$18.95).

Pub Type—Books (010) — Reference Materials (130)

Document Not Available from EDRS.

Descriptors—Careers, *College Programs, Employment Opportunities, Guides, Higher Education, *Intellectual Disciplines, *Majors (Students)

Prepared for students, parents, teachers, counselors, and librarians, this reference guide provides descriptions of 399 majors offered at U.S. colleges and universities. The guide includes only those majors in which an associate, baccalaureate, master's, or doctoral level degree can be obtained. Majors are arranged alphabetically and descriptions for each entry include: level of degree offered; related and complementary majors; typical courses; needed abilities; and career possibilities. Appendices list major fields of study by discipline, cross-references for majors, and correlations of various occupations and majors. (LPT)

ED 331 369 HE 024 425

Statistical Abstract of Higher Education in North Carolina, 1990-91.

North Carolina Univ., Chapel Hill.
 Pub Date—Apr 91

Note—262p.

Available from—University of North Carolina, P.O. Box 2688, Chapel Hill, 910 Raleigh Road, NC 27514-2688.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*College Admission, College Faculty, College Housing, College Libraries, *Degrees (Academic), *Enrollment, Enrollment Trends, *Higher Education, Student Costs, *Student Financial Aid, Transfer Students

Identifiers—*North Carolina

Tabular data are presented on higher education in North Carolina, as of 1990-91, in this 24th annual compendium. Data are presented in 83 tables and 14 figures, categorized within the following sections: current enrollment; enrollment trends; undergraduate transfers; degrees conferred; faculty; library resources; costs to students; admissions; student financial aid; student housing; and general. Appendices provide information on data sources, term definitions, and discipline categories. (LPT)

ED 331 370 HE 024 426

Garg, Ramesh C.
Latin American Debt: Opportunities for Universities.

Pub Date—[90]
 Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developing Nations, *Educational Finance, Foreign Countries, Higher Education, *Institutional Cooperation, International Cooper-

ation. *International Programs, Investment, Loan Default. *Loan Repayment, Universities
 Identifiers—*Latin America

The debt crisis of the lesser developed countries (LDCs) may provide opportunities for educational institutions. Through debt-for-education programs, a part of the huge debt load can be channelled into financing various educational programs sponsored by U.S. higher education institutions. Private commercial banks and multinational corporations are the two major available sources of acquiring debt or local currency which can be used to finance various educational programs. U.S. educational institutions desirous of acquiring local currency from foreign debt or blocked funds to support educational programs in debtor countries may do so through purchasing debt in secondary markets, through debt-for-equity swaps, or debt donations. In fact, some commercial banks involved in debt-for-equity conversion programs may be willing to either sell or donate part of their Latin American debt to universities. For the program to be successful, it must be mutually beneficial to the lending banks, the debtor countries, and universities. Universities may be the major beneficiaries of debt for education programs since access to cheaper local currencies would enable them to extend their limited resources to develop international programs in various fields including faculty business, languages, culture, and international student exchange. Includes four references. (LPT)

ED 331 371

HE 024 427

Veale, Christa

Commonwealth Higher Education: From Patronage to Partnership? St. Catharine's Conference Report, No. 17.

King George VI and Queen Elizabeth Foundation of St. Catharine's, Windsor (England).
 Report No.—ISSN-0955-3517

Pub Date—Jun 89

Note—18p.; Conference (June 1989) held at Cumberland Lodge, Windsor, England, United Kingdom.

Available from—Director of Studies, St. Catharine's Cumberland Lodge, The Great Park, Windsor, Berkshire, England SL4 2HP (1.00 pound, U.K.).

Pub Type—Collected Works - Proceedings (021)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, Distance Education, *Educational Economics, *Educational Objectives, Exchange Programs, Financial Problems, Foreign Countries, *Higher Education, *International Cooperation, International Educational Exchange, Shared Resources and Services, Student Mobility, Training
 Identifiers—Africa, Australia, *British Commonwealth, *Commonwealth of Learning, India, Nigeria, Zambia

This document reports on a conference which focused on problems of higher education in British Commonwealth countries. Conference participants were representatives from various educational institutions in Commonwealth countries, and their presentations covered such issues as: international cooperation relating to staff and student exchange and mobility; the need for universities to adapt their programs and methods to constraints on public expenditures; resource sharing; the use of new technology in distance education and practical problems of countries with limited resources; crisis of higher education in Africa; and increased costs for higher education in Britain and other Commonwealth countries and its effect on students pursuing studies in those countries. Summaries of conference presentations are offered under the following headings: "Sharing between Equals—Slogan or Reality?"; "The Nature of the Crisis"; "Current Challenges" (focusing on India, The Commonwealth of Learning, and Nigeria); "Patterns of Staff and Student Interchange"; "Partnerships and Technology in Academic Learning"; "Problems and Possibilities of New Partnerships" (focusing on Australia and Zambia); "The Conference: An Overview"; and "Looking to the Future." A list of conference participants and their affiliations is included. (LPT)

ED 331 372

HE 024 428

Williams, Geoffrey

Autonomy in the Universities. St. Catharine's Conference Report No. 18.

King George VI and Queen Elizabeth Foundation of St. Catharine's, Windsor (England).
 Report No.—ISSN-0955-3517

Pub Date—Nov 89

Note—14p.; Conference (November 1989) held at Cumberland Lodge, Windsor, England, United Kingdom.

Available from—Director of Studies, St. Catharine's Cumberland Lodge, The Great Park, Windsor, Berkshire, England SL4 2HP (1.00 pound, U.K.).

Pub Type—Collected Works - Proceedings (021)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Change, Educational Finance, Foreign Countries, Governance, *Government Role, Higher Education, *Institutional Autonomy, *Role of Education, School Business Relationship, School Funds, Universities
 Identifiers—*England

This report summarizes presentations from a conference organized to discuss the ways in which recent changes in the funding of British higher education seem to be threatening university autonomy and changing higher education's traditional role. Summarized reports of conference presentations are provided, under the following headings: "Autonomy: What Is Its Value?"; "The Government Viewpoint"; "Business and Academe: The Future of a Relationship"; "Alternative Funding Models and Their Implications for Autonomy"; "Autonomy and the Finance of Universities"; "Overview and Synthesis"; and "The Long Term Perspective." Included is a list of conference participants and their affiliations. (LPT)

ED 331 373

HE 024 429

Williams, Geoffrey

Overseas Students: A Mutual Benefit. St. Catharine's Conference Report No. 20.

King George VI and Queen Elizabeth Foundation of St. Catharine's, Windsor (England).
 Report No.—ISSN-0955-3517

Pub Date—Apr 90

Note—14p.; Conference (April 1990) held at Cumberland Lodge, Windsor, England, United Kingdom.

Available from—Director of Studies, St. Catharine's Cumberland Lodge, The Great Park, Windsor, Berkshire, England SL4 2HP (1.00 pound, U.K.).

Pub Type—Collected Works - Proceedings (021)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Enrichment, Cultural Exchange, *Educational Opportunities, Foreign Countries, *Foreign Students, Global Approach, Higher Education, *Student Experience, Student Problems, *Study Abroad
 Identifiers—*England

This document reports on a conference that focused on the problems and rewards encountered by overseas students studying in Britain. The conference aimed to explore the cultural and educational benefits, both within institutions and the society as a whole, of having overseas students present in British institutions of higher education. Papers focused primarily on the advantages provided by study abroad to the students themselves, to receiving institutions, and to the society in light of increasing internationalism of higher education throughout the world. Included are summaries of presentations, categorized as follows: "Keynote Address"; "The Internationalizing of Education"; "Cultural Interaction"; "The Academic Benefit"; and "Closing Address." A discussion group's suggestions for improving the overseas student experience are summarized, along with a panel session examining what students learn from each other. A list of conference participants and their affiliations is provided. (LPT)

ED 331 374

HE 024 430

Lee, Jo Ann Young, Curtis

Interfacing the Efforts of Community Colleges and a University: Placing Engineering Technology Students.

Pub Date—Aug 90

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Students, Community Colleges, Cooperative Programs, *Engineering Education, Higher Education, Institutional Cooperation, Mathematics Skills, *Mathematics Tests, *Screening Tests, *Student Placement, *Test Validity, *Transfer Students, Universities

Identifiers—University of North Carolina Charlotte

Recognizing the poor performance of transfer students in the first engineering technology course in the engineering curriculum, (EGET3171), the Engineering Department of the University of North Carolina (Charlotte) developed a Technology Math Placement Test (CAL-T) to assess and place students transferring from community colleges to the university. Two validity studies were conducted to investigate the test's utility as a placement tool. The first study was conducted on 63 students when CAL-T was optional and used only to advise students whether to take EGET3171. The second study was conducted to re-validate CAL-T after a minimum CAL-T score was established to place students, and involved 50 transfer students who had completed EGET3171. Results for both studies indicated that CAL-T was a valid predictor of success in EGET3171. It is concluded that the test can be useful for placing transfer students and can facilitate the smooth transition of students transferring from community colleges to the university while enabling the two types of institutions to follow their respective missions and simultaneously interface. Seven references and two tables. (LPT)

ED 331 375

HE 024 431

Knop, Sheila A.

As the Baby Boom Ages: Adult Participation in Postsecondary Education, 1960-2010.

Spons Agency—College Board, New York, NY; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—Oct 89

Note—89p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Baby Boomers, Cohort Analysis, Educational Demand, Educational Planning, Employment, *Enrollment Projections, *Enrollment Trends, Ethnic Distribution, Futures (of Society), Higher Education, Minority Groups, Participant Characteristics, Population Distribution, Population Growth, Population Trends, *Postsecondary Education, Racial Composition, *Trend Analysis

Focusing on national enrollment trends and projections from 1960 through 2010, this study examined two scenarios: that age-specific postsecondary participation rates will be the same in the future as they were in 1980, and secondly, that because of enrollment "catch-up" and "saturation" factors that there will be minor age-specific enrollment changes between 1980 and 2000, with rates stabilizing after that. Chapter 1 presents an overview of the study focusing on aspects as population change, education participation patterns, and projected future participation in postsecondary education from 1990 through 2010. Chapter 2 presents background information on the study including a description of the data sources and sampling procedures. Chapter 3 tracks patterns in population growth and age shifts from 1920 to 2040 and discusses racial and ethnic change. Chapter 4 addresses the historic participation trends of baby boom and other cohorts, analyzing United States enrollment and educational trend data from 1960 through 1980. The final chapter projects participation in postsecondary education of baby boom and other cohorts from 1990 through 2010. It is concluded that as baby boom cohorts reach retirement age, the dependency burden on younger adults will rise substantially and baby boomers themselves can be expected to have many concerns other than education. Six appendices include census variable definitions, interpretative notes, and supporting data. (LPT)

ED 331 376

HE 024 432

Matczynski, Thomas J. Comer, Kevie C.

Mentoring Women and Minorities in Higher Education: An Anecdotal Record.

Pub Date—[91]

Note—21p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Academic Deans, Career Development, College Faculty, *Helping Relationship, Higher Education, *Interprofessional Relationship, *Mentors, Minority Group Teachers, Peer Relationship, Sex Bias, *Social Cognition, Women Faculty

This paper reviews the higher education literature concerning mentoring, examines the stages involved in the mentoring process, and presents an

anecdotal account of a mentor/protege relationship. The literature review examines gender and race in mentoring. It reveals that mentoring is very important for females and minorities because of the obstacles they often face in career advancement, yet mentor pools are largely composed of white males. Cross-gender mentoring roles also bring difficulties, particularly involving female proteges who are reluctant to engage in any late work sessions or socializing with their mentor for fear of negative outside reactions or gossip. Four basic stages of a mentoring relationship are discussed: (1) initiation; (2) cultivation; (3) separation; and (4) redefinition. The stages define the progression of the relationship beginning with the protege's need for help and support from a mentor who is admired and respected, to the protege becoming independent and shifting the relationship to one of collegiality and friendship, or anger and permanent separation. Finally, an anecdotal record describes the various experiences and phases of a mentor/protege relationship between a new academic dean and a consultant, written from the perspectives of both persons involved. Contains 26 references. (GLR)

ED 331 377 HE 024 433

Marchant, Gregory J. Newman, Isadore
Faculty Evaluation and Reward Procedures: Views from Education Administrators.
Spons Agency—Akron Univ., Ohio. Coll. of Education.

Pub Date—Apr 91

Note—47p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, College Faculty, Decision Making, Faculty Evaluation, Faculty Publishing, Higher Education, Merit Rating, Motivation, Professional Recognition, Reputation, Rewards, Schools of Education, Teacher Behavior, Teacher Promotion, Tenure

The heads of the education divisions of 245 colleges and universities were surveyed regarding their opinions about faculty evaluation and reward procedures. Findings indicated that tenure received significantly more attention from decision-making bodies in the colleges than merit pay. Tenure was also viewed as having a greater effect on faculty behavior than merit pay, contract renewal, promotion, internal satisfaction, and desire for a reputation. Education administrators at top universities and large universities viewed desire for reputation more motivating than did other education administrators. The department chairs who responded believed that internal satisfaction was more of a motivating factor than did the deans. The deans rated merit pay, contract renewal, promotion, and tenure higher as motivators than did the department heads. Although evaluations of teaching were considered the most important for contract renewal, article and book publication was the most important considerations in merit pay, promotion, and tenure. A factor analysis grouped variables into three factors: teaching, service, and publication. Grant activity was grouped with publications, and paper presentations were grouped with service. Institutions with education administrators emphasizing publication had more resources. Appendices include the survey questionnaire, a list of participating colleges and universities, and a copy of the Ball State Educational Psychology Department merit pay policy. Contains 19 references. (Author/GLR)

ED 331 378 HE 024 434

Shepherd, Jane, Comp. And Others
National Postsecondary Student Aid Study: Preliminary Estimates on Student Financial Aid Recipients, 1989-90. Contractor Report. E.D. TABS.

Westat, Inc., Rockville, MD.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No.—NCES-91-335

Pub Date—Mar 91

Note—73p; Data Series: DR-NPSAS-1990.
Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Colleges, Federal Aid, Financial Aid Applicants, Graduate Students, Higher Education, Paying for College, Postsecondary Education, Professional Education, Student Financial

Aid, Student Loan Programs, Two Year Colleges, Undergraduate Students, Universities
Identifiers—National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) examines how students who have received financial aid, and their families, pay for postsecondary education. It includes nationally representative samples of undergraduates, graduates, and first-professional students, encompassing students attending less-than-2-year institutions, 2-year schools, 4-year colleges, and major universities. The report contains data on nearly 70,000 undergraduate and graduate students enrolled during the 1989-90 school year, collected from more than 1,130 postsecondary institutions. About 51,000 students and a subsample of about 16,000 of their parents were interviewed by telephone. Among the findings are the following: (1) about 6 million undergraduates received financial aid during 1989-90; (2) about three out of four aided undergraduates received some type of aid administered by the U.S. Department of Education; (3) about one out of four aided undergraduates received some type of campus-based aid; (4) about 3 out of 10 aided undergraduates received institutional aid, such as athletic or academic scholarships; and (5) among Title IV aid recipients, although the average amount of Title IV aid received was \$3,175, about 17% of these recipients received \$5,000 or more. Statistical data make up the bulk of the report. Appendices include technical and table notes, a glossary, and a Beta Test Site Application. (GLR)

ED 331 379 HE 024 435

Gill, Wanda E. Showell, Diann R.
The Cinderella Concept of the Black Female in Higher Education.

Pub Date—19 Apr 91

Note—24p; Paper presented at the National Conference on African Americans in Higher Education (4th, College Park, MD, April 19, 1991).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Teachers, College Administration, College Faculty, Higher Education, Leadership, Minority Group Teachers, Occupational Aspiration, Professional Recognition, Racial Discrimination, Sex Discrimination, Teacher Promotion, Women Administrators, Women Faculty

Identifiers—African Americans, Bowie State University MD

This paper addresses the issue of black women rising to administrative leadership positions in higher education. The presentation presents demographic data on black females in higher education in Maryland and shows that there are documented sexual and racial barriers which prevent the black female from obtaining top leadership roles in higher education. Data are provided from a survey, conducted in April 1991, of 32 randomly selected African-American women (total sample size of 106) on the campus of Bowie State University (Maryland.) The survey inquired about the role of the institution in promoting the ascension of African-American women through various levels of the institution's organizational structure. The findings show that many of the respondents believe politics, friendships, the network system, and other factors outweigh qualifications of education and experience in determining whether job/position advancement occurs at Bowie State University. Additionally, although most respondents clearly state the desire to advance and have prepared for it (many achieved degrees while at Bowie State), most are not job hunting; reasons for this are not known. Contains 43 references. (GLR)

ED 331 380 HE 024 436

Weaver, Henry D. Ed.
Research on U.S. Students Abroad: A Bibliography with Abstracts

California Univ., Santa Barbara; Council on International Educational Exchange, New York, N.Y.; Institute of International Education, New York, N.Y.; National Association for Foreign Student Affairs, Washington, D.C.

Report No.—ISBN-1-882036-01-8

Pub Date—89

Note—117p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Students, Cross Cultural

Studies, Cultural Awareness, Higher Education, International Educational Exchange, Program Descriptions, Student Exchange Programs, Student Experience, Study Abroad

This bibliography brings together a comprehensive listing of studies from all disciplines about United States students studying abroad. The bibliography lists 267 items, many with abstracts, covering the years 1951 through 1988. Its scope include all published reports as well as unpublished papers. The studies are arranged by author, with classification symbols for: cross-cultural issues; evaluations; guides; impact studies; miscellaneous; general overview; program descriptions; research; and theoretical presentations. Contains an index. (GLR)

ED 331 381 HE 024 438

Jhle, Elizabeth L.
Historical Perspectives on Women's Advancement in Higher Educational Administration.

Pub Date—7 Apr 91

Note—9p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coeducation, College Presidents, Educational Administration, Educational History, Educational Opportunities, Higher Education, Promotion (Occupational), Sex Bias, Single Sex Colleges, Social History, Women Administrators, Womens Education

This paper presents a chronological description of the evolution of women's advancement in higher education, particularly in administrative capacities, and examines the establishment of the three types of institutions that came into being in order to meet women's educational needs: the single-sex college; the coordinate college; and the coeducational college. The paper begins with an account of the status of higher education for women in the United States in the 1820s and 1830s and goes on to describe how single-sex colleges began after the Civil War with Vassar (1865), Wellesley (1875), and Smith (1875). Bryn Mawr, founded in 1884, is credited with having the first feminist in higher education administration: Martha Carey Thomas, its dean and second president. The first coordinate colleges started with Columbia University's Barnard College in 1889, and Harvard's Radcliffe in 1894. Women deans and presidents of coordinate colleges, however, reported to male administrators. Oberlin College in Ohio is acknowledged as the first coeducational institution. Although all three types of colleges grew in the 20th century, the numerical growth of women administrators was limited. It is noted that until very recently, women administrators have had more opportunity to excel in women's colleges and coordinate institutions than in coeducational ones. Contains a 6-item bibliography. (GLR)

ED 331 382 HE 024 439

Stauffer, Gregory L.
Class Scheduling: An Opportunity for Innovation.

Pub Date—Apr 91

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Problems, Class Organization, Class Size, College Administration, Educational Facilities, Flexible Scheduling, Higher Education, Needs Assessment, Resource Allocation, School Schedules, Student Needs, Weekend Programs

This paper addresses the role of college and university class scheduling in meeting the needs of its students. It first discusses the balancing of schedules in order to satisfy not only student needs, but also faculty interests and the administrative concerns relative to facility availability and funding support. Surveys are suggested as a good way of assessing student desires in scheduling. Next, class scheduling is discussed in terms of academic management; several suggestions are presented for managing scheduling conflicts, class size problems, and the proper use of available resources. Scheduling design and facilities usage are then discussed, and an example is given on how to handle facility underutilization and alleviating the physical crunch on classroom facilities at peak times. The final section of the paper examines an area where scheduling design can be especially innovative: weekend programs. Time frames, the types of students who attend, and the advantages and disadvantages of weekend programs are discussed. Contains a 13-item bibliography.

(GLR)

ED 331 383

HE 024 440

King, Gail Buchwalter, Ed.
Fact Book on Theological Education for the Academic Years 1988-89 and 1989-90.
 Association of Theological Schools in the United States and Canada, Vandalia, OH.
 Report No.—ISSN-0363-7735
 Pub Date—90
 Note—124p.

Available from—The Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275-1103.
 Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Admission, College Faculty, College Students, Compensation (Remuneration), *Enrollment, Enrollment Trends, *Expenditures, Foreign Countries, Full Time Students, Higher Education, *Income, *Teacher Salaries, *Theological Education, Trend Analysis, Tuition

Identifiers—Canada
 This 20th edition of the fact book provides information on enrollment, admissions, revenues and expenditures, and faculty salaries obtained from 202 institutions of theological education in the United States and Canada. The first chapter consists of seven tables which describe member institutions in terms of their most common identifying characteristics, such as data on their enrollment breakdowns, levels of educational programs and the numbers of schools offering them, and their accredited status. Chapter Two provides data on enrollment and includes numbers of applicants and acceptances; admission policies; total head counts; comparable enrollments; and enrollments by denominational affiliation, degree, gender, and race. Chapter Three provides personnel compensation data, such as total compensation trends for both U.S. and Canadian accredited schools; and compensation comparisons by denomination, size, accredited or nonaccredited status, country, and highest degree. Chapter Four presents data on institutional finances, involving tuition costs, revenues, and expenditures. Appendices include a list of denominational codes and a glossary of administrators and faculty. (GLR)

ED 331 384

HE 024 441

Ott, Mary Diederich
Characteristics of New and Newly Promoted Professorial Faculty at the University of Maryland at College Park.

Pub Date—Jan 91

Note—80p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Rank (Professional), Administrators, *College Faculty, Degrees (Academic), Ethnic Distribution, Higher Education, Professors, Racial Distribution, Sex, *Teacher Characteristics, *Teacher Promotion, Tenure

Identifiers—University of Maryland College Park
 This paper presents four self-contained but inter-related reports concerning new and newly promoted professorial faculty at the University of Maryland at College Park (UMCP). The analyses were part of a study of the promotion and tenure of professorial faculty at UMCP that was conducted in 1990 by the Office of Institutional Studies. The first report, "New Faculty at UMCP, 1982-1988," analyzes selected characteristics of new UMCP tenured or tenure-track faculty, including class, rank, racial/ethnic group, sex, administrative status, and highest degree. The second report, "Newly Promoted Associate Professors, 1982-1990," analyzes selected characteristics of the 298 newly promoted associate professors at UMCP, including year promoted, racial/ethnic group, sex, and highest degree. The third report, "Hired-as-Associate Classes of 1982 to 1987," analyzes the award of tenure and the promotion to professorial rank for the 52 faculty who were hired as associate professors between 1982 and 1987. The fourth report, "Promoted-to-Associate Classes of 1982 to 1987," closely parallels the third by analyzing the promotion of associate professors to professor for those 207 faculty who had been promoted to associate professor between the years 1982 and 1987. Contains four references. (GLR)

ED 331 385

HE 024 442

Guidelines for Implementation of Outcomes Assessment.
 Spartanburg Technical Coll., S.C.

Pub Date—91

Note—68p.; Prepared by the Outcomes Assessment Advisory Committee.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Outcomes Assessment, *Competency Based Education, Instructional Effectiveness, *Student Educational Objectives, *Student Evaluation, Teacher Effectiveness, Technical Institutes, Two Year Colleges

Identifiers—Spartanburg Technical College SC
 This manual addresses the specific needs of Spartanburg Technical College (South Carolina) in evaluating student outcomes of program competencies. The guidelines provide a step-by-step method for faculty to evaluate the objectives by which they teach and the assessment methods they use to measure students' achievement of those objectives. A four-part evaluation process is outlined: (1) analyze course competencies and objectives to determine their domain (cognitive, psychomotor, affective) and level (knowledge, application, problem solving); (2) analyze the assessment methods used, in order to test those competencies and objectives in the same domains and levels of the assessment instrument; (3) compare the levels of the domains found in the course objectives with the levels of the domains found in the assessment instruments; (4) change those assessment instruments that do not match the levels of the course objectives or create new assessment instruments. Appendices make up 90% of the manual and include an assessment evaluation chart, Spartanburg Technical College's taxonomy of educational domains, key to assessment types, descriptions of assessment methods, and information on field testing outcomes assessments. Contains a glossary. (GLR)

ED 331 386

HE 024 443

Hobus, Pie P. M. And Others
Expert-Novice Differences in the Role of Contextual Factors in Early Medical Diagnosis.

Pub Date—[90]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Reports - Research (143) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Records, *Clinical Diagnosis, Clinical Experience, Comparative Analysis, *Experiential Learning, Foreign Countries, Higher Education, Information Utilization, *Knowledge Level, Medical Education, *Medical Evaluation, *Physicians, Recall (Psychology)

This study examined reasons why novice physicians, even after 6 years of medical education, are apparently unable to utilize a patient's contextual information (age, sex, profession, previous diseases, operations, and medical therapy) in the same accurate manner in disease diagnosis as their more experienced colleagues. Sixteen family physicians, averaging 14.7 years of experience, were compared with a group of 3 final year medical students and 13 physicians who graduated within 6 months prior to the experiment. One of two conditions were used for each subject: the first condition involved revealing first, the slide showing the complaint of the patient; the second, the patient's portrait; and third, the medical card. The second condition reversed the process. The subjects were asked, during pauses between case presentations, to state a most likely preliminary diagnosis, given the information presented. Contextual information recall and diagnostic accuracy of the two groups were analyzed, revealing that the experts generated more accurate diagnoses and recalled more contextual information than the novices. It was concluded that physician experience in evaluating and diagnosing many types of illnesses was the contributing factor in the better use of patient information for diagnostic evaluations. Contains 10 references. (GLR)

ED 331 387

HE 024 444

Dinham, Sarah M. Blake, Veronica M.
Influences on University Teachers' Course Planning.

Pub Date—Apr 91

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Faculty, *Course Organization, *Educational Planning, *Educational Strategies, Higher Education, Influences, *Instructional Design, *Instructional Development, Task Analysis, Teacher Attitudes, *Teacher Behavior, Teaching Methods

This study examined influences upon experienced teachers' course planning. Seven teachers were each intensively interviewed four times about their planning for courses they had never before taught; the interviews took place before, after, and twice during the semester of the "new" course in question. Findings were classified into three categories of influences drawn both from others' research and from the interviews: the disciplinary, the educational, and the organizational contexts for course planning. Four interpretations resulted: the reaffirmed primacy of disciplinary considerations in course planning; the educational and organizational bases for change; the overriding importance of the course's organizational context; and the cyclic nature of course planning. The Contextual Filters model developed at the National Center for Research To Improve Postsecondary Teaching and Learning is described and expanded. Contains 21 references. (Author/GLR)

ED 331 388

HE 024 445

Postsecondary Plans of Nevada High School Seniors, 1990. A Report on the 1990 Statewide Survey of Nevada High School Seniors.
 Nevada Univ. System, Reno.

Pub Date—Feb 91

Note—50p.

Available from—University of Nevada System, Office of the Chancellor, 2601 Enterprise Road, Reno, NV 89512.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, College Bound Students, *College Choice, Higher Education, High Schools, *High School Seniors, Occupational Aspiration, Public Colleges, State Surveys, *Student Attitudes, Student Characteristics, Student Educational Objectives, Student Motivation, Two Year Colleges

Identifiers—*Nevada, University of Nevada System
 This report represents the results of the third biennial high school survey sent to approximately 10,400 Nevada high school seniors during the spring of 1990. Sixty-six percent of the surveys were returned, compiled, and analyzed. Among the findings of the survey are the following: (1) more seniors plan to attend school during the year following high school graduation than in 1986, while fewer plan to get a job; (2) more seniors of all income levels, grade point average, and race/ethnicity intend to pursue a college degree; (3) the most important factor in a student's selection of an institution is the availability of a particular program, followed by academic reputation of the institution; (4) 67% of students planning to continue their education prefer to attend a public institution; (5) 60% of responding seniors prefer to attend a 4-year institution, while 40% prefer a 2-year institution; and (6) seniors reported more favorable impressions of the University of Nevada System than in 1986. Appendices contain an explanation of the survey methodology, a survey response table, and a copy of the questionnaire. (GLR)

ED 331 389

HE 024 446

Future Changes in Dental Education. Report on a WHO Workshop (Moscow, Union of Soviet Socialist Republics, June 6-10, 1988).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date—90

Note—51p.

Available from—Oral Health Unit, WHO Regional Office for Europe, Scherfigsvej 8, DK-2100 Copenhagen O, Denmark.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, *Curriculum Development, *Dental Health, *Dental Schools, Dentistry, Educational Change, Educational Objectives, *Educational Planning, *Educational Strategies, Foreign Countries, *Futures (of Society), Higher Education, Workshops

Identifiers—Health for All by the Year 2000
 This report presents issues discussed at a workshop on dental education that was organized by the

World Health Organization (WHO) Regional Office for Europe in collaboration with the Government of the USSR. Workshop issues included oral health care and health care planning, the role of dentists in the future, and future educational objectives for dentists. Additionally, the educational strategies that will be needed for future dentists are mentioned, as well as basic information required to meet those strategies. Next, the educational strategies and curricular requirements needed to support the Oral Health for All 2000 objectives are discussed. Curricular guidelines are examined, focusing on their philosophy and their educational objectives for health sciences and dental education. Finally, the report concludes with observations concerning the need and provisions for European oral health care in the future, and the educational planning for dentists that will be required. Recommendations are presented. Supplementary material includes a workshop participant list, background material, and a list of group discussion topics. Contains 10 references. (GLR)

ED 331 390 HE 024 447
Resource Manual for Alcohol and Other Drug Abuse Education in Family Medicine Medical School and Residency Programs. Final Report.
 Society for Teachers of Family Medicine, Kansas City, MO.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—[87]

Contract—ADM-281-85-0012

Note—46p.; For related documents, see HE 024 448-452.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alcohol Abuse, *Curriculum Design, Curriculum Evaluation, *Drug Abuse, *Family Practice (Medicine), Graduate Medical Education, Higher Education, *Medical Education, Medical Students

This manual of resources for alcohol and other drug abuse education in medical schools and residency programs establishes basic learning goals, and objectives for teaching drug abuse units that reflect the philosophy of family medicine. The manual was developed using data and curriculum material collected through a detailed curriculum survey of the members of the Society of Teachers of Family Medicine. After a first chapter outlining the minimum knowledge and skill goals for all practicing physicians, a second chapter delineates knowledge and skill objectives for alcohol and other drug abuse teaching particular to family medicine. The third chapter suggests a model for integrating the objectives of knowledge, skill and attitude into an over all curriculum. Chapter 4, Learning Experiences and Strategies, includes an analysis of the data gathered by the curriculum survey. A fifth chapter on evaluation principles and methods includes an example of an evaluation assessment tool. The last chapter, Curriculum Examples, describes a few actual programs in depth and includes a contact person, telephone number and address for each. An extensive final section, titled Learning Materials, contains a bibliography of approximately 125 items, a list of 32 audiovisual materials, and a list of 10 resource institutions providing educational materials. (JB)

ED 331 391 HE 024 448
Resource Guide to the Evaluation of the Faculty Development Program in Alcohol and Other Drug Abuse. Part I: Overview of the Evaluation Model.

Pacific Inst. for Research and Evaluation, Walnut Creek, CA.

Report No.—RPO740

Pub Date—Mar 90

Note—10p.; For related documents, see HE 024 447-552.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Clinical Teaching (Health Professions), *Drug Abuse, *Evaluation Methods, *Faculty Development, Formative Evaluation, Higher Education, Institutions, Medical Education, Models, Nursing, *Program Evaluation, Social Work, Summative Evaluation

This is an overview of an evaluation model developed to be used with the Faculty Development Program in Alcohol and Other Drug Abuse clinical training program for professional school faculty in medicine, nursing and social work. The evaluation

model is in two major parts, a national evaluation which examines program process and outcome across all the grantee institutions; and grantee evaluations in which each grantee institution designs and carries out process and outcome evaluations of the impact of curriculum change on clinical practice behavior. The description of the macro-level national evaluation includes evaluation questions on process, implementation, and outcome. The three major sources of data for this evaluation are listed: core program data formats (a standardized format for collecting data on trainees and on program implementation and outcomes); annual report narratives; and site visits. Because the micro-level individual grantee evaluations are to be designed and carried out by the grantee institutions, only a brief description of the required components and some suggestions regarding instruments and collaboration are covered. There follows a paragraph on technical assistance and resource development. Attached is a figure which gives a visual overview of the entire evaluation model. (JB)

ED 331 392 HE 024 449
Adger, Hoover And Others
Model Program and Curriculum in Alcohol and Other Drug Abuse for Pediatric Medical Students, Residents, and Faculty. Instructor's Guide.

Johns Hopkins Univ., Baltimore, Md. School of Medicine.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—RP0745

Pub Date—[88]

Contract—ADM-281-86-0009

Note—198p.; For related documents, see HE 024 447-452.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, *Alcohol Abuse, *Clinical Diagnosis, Curriculum Guides, Demonstration Programs, *Drug Abuse, Evaluation Methods, Higher Education, Interviews, *Medical Education, *Medical Evaluation, Pediatrics, Teaching Methods

This instructor's guide provides a description of the Johns Hopkins Substance Abuse Curriculum, detailed educational models and other aids for conducting substance abuse teaching activities. The guide is in six sections with Section 1 as a brief introduction and list of 20 references. Section 2 sketches the Johns Hopkins Pediatric Substance Abuse Curriculum by listing knowledge and attitudinal objectives organized under 5 curriculum goals. Section 3, Developing the Program at Your Institution, discusses such topics as needs assessment, goals, instructional plan, choosing teaching methods, evaluations, and recommendations. Section 4 addresses six different teaching strategies. Section 5 contains five substance abuse education modules: (1) Substance Abuse Overview; (2) Current Drugs of Abuse; (3) Substance Abuse Interviewing; (4) Assessment and Evaluation of Adolescent Substance Abuse; (5) Adolescent Substance Abuse Treatment. Each module contains a format, session guidelines, objectives, related curriculum goal(s), synopsis, instructor's resources, session outline, instructor's materials, masters of learner's handouts, equipment list and suggested preparation activities. A final section, Substance Abuse Resources, lists alcohol and other drug abuse resource organizations (including address, telephone number and indication of what type of materials may be available), and audio-visual materials (with a description of each and suggestion for use). (JB)

ED 331 393 HE 024 450
Kinney, Jean
Bibliography and Resource Guide on Alcohol and Other Drugs for Social Work Educators.

Dartmouth Coll., Hanover, N.H.

Spons Agency—Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention; National Association of Social Workers, Silver Spring, MD.

Report No.—RPO-738

Pub Date—Sep 89

Contract—89MF33537101D

Note—79p.; For related documents, see HE 024 447-452.

Pub Type—Reference Materials - Bibliographies

(131) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, Family Health, Higher Education, Instructional Materials, Intervention, Minority Groups, Newsletters, Organizations (Groups), Prevention, Professional Education, *Resource Materials, *Social Work, Teachers

This bibliography and resource guide for social work educators aims to provide easy entrance to the literature on alcohol and other drug use. The introduction notes that some characteristics of the literature make access difficult. Literature on alcohol and other drugs is multi-disciplinary and thus appears in many different areas of publication; in addition, because of the structure of many data bases and their indexing practices, much of the literature does not appear in online searches. The social work literature on alcohol and other drugs tends to focus on discrete, narrowly circumstances clinical practice issues. Few works are directed to the social work practitioner who is a non-alcohol/drug specialist. The bibliography and resource materials include current materials, primarily from 1985 on under five topics: (1) early intervention and treatment; (2) the family; (3) prevention; (4) the work place; (5) special populations. Items were selected from the scholarly, formal literature which would provide an authoritative, current update and an entree to the literature. The guide organizes the materials in four sections: the social work literature on alcohol and drugs (includes a section on workplace-employee assistance programs); the alcohol and substance abuse literature (includes a section of classic articles); other resources (organizations, newsletters); resources for faculty (professional education, curriculum materials, the impaired professional, sources of information). Each reference includes a brief summary of its content. (JB)

ED 331 394 HE 024 451
Substance Abuse Curriculum Development in Family Medicine: An Instructors' Manual in Two Parts.

Society for Teachers of Family Medicine, Kansas City, MO.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—PH275

Pub Date—[89]

Contract—ADM-281-87-0002

Note—102p.; For related documents, see HE 024 447-452.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Development, Faculty Development, *Family Practice (Medicine), Higher Education, *Institutes (Training Programs), *Medical Education, Program Evaluation, *Substance Abuse

This instructor's manual is a practical guide to a faculty development training program on substance abuse within family medicine emphasizing a meshing of individual curriculum projects by participants with group instruction and support. Organized into two parts the manual describes the training program in detail in Part 1 and provides 10 actual curriculum examples in Part 2. The training program description includes a section on how to use the manual, an exposition of the program's philosophy, suggestions for evaluation, a list of the faculty resources materials and facilities needed to run the program, suggestions for adapting the program, and practical hints for a successful program. The curriculum examples in Part Two are grouped according to educational level including undergraduate (e.g., improving early diagnosis of substance abuse by medical students), residency (e.g., the impaired health professional), faculty (e.g., a curriculum in substance abuse for family practice faculty), and two applicable to all levels (e.g., how to stay sober and serene in dealing with alcoholic patients). Each curriculum is outlined listing such elements as rationale, objectives, activity sequences, instructional resources, evaluation strategies, hints to the instructor, and an appendix of key materials. (JB)

ED 331 395 HE 024 452

Flynn, Stephen P. And Others

Teaching about Substance Abuse: A Resource Manual for Faculty Development.

Report No.—PH276

Pub Date—Sep 89

Note—50p.; For related documents, see HE 024

447-451.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiovisual Aids, *Curriculum Development, *Experiential Learning, *Faculty Development, *Family Practice (Medicine), *Higher Education, *Medical Education, *Professional Continuing Education, *Substance Abuse

This concise guide to resources on substance abuse is intended for those teaching in academic family medical education and reviews written and audiovisual materials, experiential learning, continuing medical education, and networking resources. Section 1, on written and audiovisual materials, lists 36 resources with a description of each and availability information for some. Section 2, on experiential learning includes descriptions of experiences available at several treatment centers, formal rotations at residency programs, attendance at self-help group meetings, and substance abuse fellowships. The section on continuing education lists four short substance abuse courses sponsored by organizations such as the American Society of Addiction Medicine. Included are descriptions of the programs and contacts for obtaining more information. Section 4, on networking resources, describes 13 organizations, their mission, materials available, meetings, and services. In addition this section includes a list of information sources: major organizations such as the National Clearinghouse for Alcohol and Drug Information, professional journals in substance abuse. A final section covers other teaching resources and lists curriculum guides and resource manuals. Four appendices are attached including a membership list of Society of Teachers of Family Medicine working and special interest groups, summaries of seven health professions projects, and a list of the 10 curriculum projects and authors. (JB)

ED 331 396

HE 024 453

Heinrich, Kathleen T.

Toward Gender Sensitive Advisement of Women

Doctoral Students.

Pub Date—[90]

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Doctoral Programs, *Faculty Advisers, *Females, *Graduate Students, *Graduate Study, *Higher Education, *Mentors, *Sex Stereotypes, *Teacher Student Relationship

Seeking to understand the influence of gender on advisement relationships, 22 women doctoral recipients in education were interviewed using retrospective, in-depth, semi-structured interviews (audiotaped and transcribed verbatim), with the constant comparative method. Purposeful sampling adjustments and inclusion of relationships with all members of the subjects' committees produced a final sample of 52 male advisors and 15 female advisors for the 22 doctoral recipients. Analysis was done for patterns and themes which gave a comprehensive description of the subjects' advisement relationships. Findings indicated that: (1) mentoring relationships were rare: 8 of the 52 male advisors and 2 of the 15 female advisors were considered mentors; and (2) women who had mentoring advisement relationships felt professionally affirmed and were more productive after graduation. Descriptions of advisory behavior fit the three categories of traditional gender role socialization: masculine, feminine, androgynous. Those advisors who were androgynous in behavior were able to balance task and interpersonal approaches to the advisee's work for an effective mentoring relationship. Implications suggest that androgynous type advisors are gender sensitive, that such advisors can effectively transcend the restrictions of traditional gender socialization, and that advisees could be taught to identify these gender based traits in order to more effectively select the best advisor for themselves. Includes 11 references. (JB)

ED 331 397

HE 024 454

Narang, Harbans

Faculty Evaluation, Some Persistent Problems and

Possible Solutions.

Pub Date—Apr 91

Note—13p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Committees, *Evaluation Criteria, *Evaluation Methods, *Fac-

ulty Evaluation, *Faculty Publishing, *Faculty Workload, *Graduate Students, *Higher Education, *Teacher Administrator Relationship, *Teaching (Occupation)

There are many problems common to faculty evaluation, in particular its subjective and unsystematic form. There are solutions to some of those problems. The first task is to delineate exactly what responsibilities faculty will be expected to perform. Too often so many tasks are expected of faculty that no one can complete them all well. Consequently, a mutually agreed upon set of tasks and ranking of their prominence may serve to moderate faculty workload and begin to clarify the evaluation procedure. Each of the specific areas where faculty are expected to perform (teaching, publication, student supervision, academic advising, graduate student supervision, committee work, community service), has its own challenges with regard to just evaluation. However, in all areas, the evaluation method and the weight to be given each type of work should be mutually agreed upon by faculty and administration together. Finally, Richard I. Miller has developed a system of overall faculty evaluation and a set of instruments for that purpose. Three examples of Miller's faculty overall performance ratings are attached in Appendix A. (Seven references) (JB)

ED 331 398

HE 024 455

Ermler, Kathy Kovar, Susan

Qualitative Evaluation in Higher Education.

Pub Date—[90]

Note—12p.

Pub Type—Opinion Papers (120)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, *Evaluative Thinking, *Higher Education, *Participative Decision Making, *Problem Solving

Qualitative evaluation can be used to facilitate change in the immediate higher education professional environment. This evaluation method enriches the collection and interpretation of data by involving all groups and persons who have a share in the problem. In contrast to qualitative research, qualitative evaluation assists in situation-specific decision-making and attempts to involve all individuals and groups associated with the problem in all phases of data collection and interpretation. A model for qualitative evaluation used by Guba and Lincoln consists of nine steps: (1) identify the problem (any individual or member of a group can identify a problem); (2) identify shareholders (identify all who are associated with or could be effected by the issue); (3) focus responsively (generating alternative problem statements); (4) prioritize questions, concerns, and issues (group representatives together discuss the questions generated in Step 3); (5) identify information and identify criteria (deciding what data to collect, choosing criteria to evaluate the data); (6) collect data (data collection not be limited to a single instrument, method or person/group); (7) present information and prepare agenda for negotiation (each group prepares an agenda concerning their preferred solution); (8) negotiate solutions (group representatives together arrive at a compromise solution); and (9) develop report or written action plan. (JB)

ED 331 399

HE 024 456

New Jersey College Basic Skills Placement Testing Fall 1990.

New Jersey Basic Skills Council, Trenton.

Pub Date—Jan 91

Note—94p.

Available from—Basic Skills Assessment Program, New Jersey Department of Higher Education, 20 West State Street, CN 542, Trenton, NJ 08625.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Achievement Tests, *Algebra, *Basic Skills, *College Freshmen, *Computation, *English (Second Language), *Higher Education, *Home-work, *Mathematics Skills, *Remedial Instruction, *Remedial Programs, *Screening Tests, *State Colleges, *Student Placement, *Verbal Ability

This report offers details of the results of basic skills testing of the entering freshman class in New Jersey's public colleges. Levels of proficiency in verbal skills, computation, and elementary algebra are estimated from performance on the New Jersey College Basic Skills Placement Test. For the 48,568 students tested in the fall of 1990, 24% appeared proficient in verbal skills, 40% appeared proficient

in some areas, and 37% lacked proficiency. In computation 32% appeared proficient, 25% appeared proficient in some areas, and 43% lacked proficiency. In elementary algebra, 13% appeared proficient, 29% appeared proficient in some areas, and 58% lacked proficiency. Results are presented for college sector, for recent and non-recent high school graduates, and by gender. Special factors are considered such as high school homework as a factor in proficiency, students for whom English is a second language, and outcomes of skills-deficient students who enroll in college remediation. Appendices contain a description of the test and sample questions, a list of participating independent and proprietary institutions, mean scaled scores from year to year, and a description of the proficiency levels established as a guide for college placement procedures. (JB)

ED 331 400

HE 024 458

Kerr, Clark

The Great Transformation in Higher Education,

1960-1980.

Report No.—ISBN-0-7914-0512-5

Pub Date—91

Note—383p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (\$19.95 paperback; ISBN-0-7914-0511-7—\$59.50 hardcover).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Change Strategies, *Educational Change, *Educational History, *Educational Philosophy, *Educational Trends, *Futures (of Society), *Higher Education, *Institutional Mission, *Trend Analysis

This monograph collects 28 essays that were originally published between 1960 and 1980, a period viewed as the third major period in the history of U.S. higher education with politicalization of the campus, a great wave of attempted academic reform (and attendant disappointments), and great public efforts to achieve equality of opportunity. Some of the essays included are: "The American Strategy among Several Alternatives—Five Strategies for Education, and Their Major Variants"; "Structure-The American Mixture of Higher Education in Perspective: Four Dimensions"; "Performance-Goals for and Effectiveness of Systems of Higher Education"; "Ex Ante-The Frantic Race to Remain Contemporary"; "A Possible Residue: The Intellectual versus Society: A Source of Conflict? (vignette)"; "Changing Loci of Power-Governance and Functions"; "Changing Administrative Styles-Administration in an Era of Change and Conflict"; "Rebuilding Communities of Scholars-Toward the More Perfect University"; "An Urban versus a Rural Society-The Urban-Grant University: A Model for the Future"; and "The Eternal Verities-Universities: Open to Truth and Merit." References accompany each essay. (DB)

ED 331 401

HE 024 459

Gilley, J. Wade

Thinking about American Higher Education: The

1990s and Beyond.

Report No.—ISBN-0-02-897162-0

Pub Date—91

Note—214p.

Available from—Macmillan Publishing Company, 866 Third Ave., New York, NY 10022 (\$27.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Change Strategies, *Community Colleges, *Educational Change, *Educational Economics, *Educational Trends, *Futures (of Society), *Governance, *Government Role, *Higher Education, *Institutional Mission, *Leadership, *Political Influences, *Trend Analysis

This book explores three major imperatives of American higher education in the decades ahead. First, colleges and universities must respond to six critical challenges: minority participation; financing quality education; replacing quality faculty; affordability; institutional ethics; and national competitiveness. Second, strong leadership is required at both the institutional and state government levels; and third, the impact of changing regional economies will transform institutions located in burgeoning metropolitan areas and foster new forms of higher education. Seventeen chapters address these and other issues including: the community college perspective (in a chapter by George B. Vaughan); leadership of governors versus college presidents; U.S. higher education as a managerial model; multicam-

pus governing boards; coordinating boards and the politicization of U.S. higher education; new ways of serving hypergrowth regions (in a chapter by Edward L. Delaney and Donald M. Norris); and the distributed university. An appendix reports on a 1988/89 survey of 148 college and university presidents, governors, and others which identified respondents' opinions concerning important issues, trends, challenges, and troubling patterns. References are provided for each chapter. (DB)

ED 331 402 HE 024 460

June Four: A Chronicle of the Chinese Democratic Uprising.

Report No.—ISBN-1-55728-140-8

Pub Date—89

Note—171p.

Available from—University of Arkansas Press, 201 Ozark, Fayetteville, AR 72701 (\$14.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Activism, Armed Forces, *Civil Disobedience, Civil Liberties, Communism, Democracy, *Demonstrations (Civil), Foreign Countries, Higher Education, *Political Power, Political Socialization, Social Action, *Student Alienation, Student Behavior, Violence

Identifiers—*China, *Tiananmen Square Uprising

This book presents more than 200 photographs along with a chronological record from the "Ming Pao News," covering the events in People's Republic of China from the death of Hu Yaobang on April 15, 1989, which precipitated the Chinese student democratic movement, to the crushing of the movement at Tiananmen Square by the Chinese army on June 4, 1989, and the aftermath up to June 9, 1989. Highlights include the spreading of early student actions, the student hunger strike, negotiations with Chinese government officials, martial law orders, involvement of the army, and the massacre at Tiananmen Square in Beijing (People's Republic of China). (DB)

ED 331 403 HE 024 461

Douglas, Joel M.

Directory of Non-Faculty Bargaining Agents in Institutions of Higher Education.

City Univ. of New York, N.Y. Bernard Baruch Coll.

National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date—Jan 91

Note—73p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Ave., Box 322, New York, NY 10010 (\$35.00).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Collective Bargaining, Colleges, Community Colleges, Higher Education, Labor Legislation, *Labor Relations, National Surveys, *Negotiation Agreements, Private Sector, Public Sector, *School Personnel, *Unions, Universities

The directory presents data obtained from a 1989 survey resulting in responses from 2190 college campuses concerning unionization among their approximately 250,000 non-faculty personnel. An introductory essay describes the background of the study and notes such findings as the existence of non-faculty bargaining agreements at 775 campuses, with unionization occurring at more public than private and more two-year than four-year colleges. Eighty-nine percent of campuses reporting non-faculty collective bargaining agreements were located in four regions: New England, Midwest, Great Lakes, and Far West. Only 4.4% of campuses in the southeast, south central, and southwest United States reported non-faculty unionization. Bargaining units were divided into six types: clerical, professional, technical, health care, blue collar, and police. Clerical workers were the most heavily unionized. Twenty-seven different national unions were represented. The data are presented by institution within each state and include types of workers unionized, their numbers, the union agent, and type of institution. Tables also provide information on geographic distribution of the institutions with bargaining agreements, a data summary by public and private institutions, and the status of public sector collective bargaining legislation. A listing of the bargaining agents cited is included. (DB)

ED 331 404

Gale, James R.

Foreign Students in a Regional Economy: A

Method of Analysis and an Application. IIE

Research Report Number Seventeen.

Institute of International Education, New York, N.Y.

Report No.—ISBN-87207-171-X

Pub Date—88

Note—53p.

Available from—Institute of International Education Inc., 809 United Nations Plaza, New York, NY 10017 (\$4.00).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Accounting, *Economic Impact, *Foreign Students, Higher Education, International Trade, Local Issues, Regional Planning,

*Research Methodology, Statistical Data

Identifiers—*Michigan Technological University

The study developed a general method for analyzing the economic impact of international university students on a local or regional economy and applied the methodology to Michigan Technological University. Major findings included the following: international students accounted for \$2,693,814 in total direct and indirect expenditures in the region for the 1986-87 academic year, or \$11,319 on a per student basis. International students also maintained substantial balances in bank transactions and savings accounts. The first chapter presents the general framework used in the analysis based upon national income accounting concepts and definitions and student expenditures. Chapter 2 describes the equations used in the economic impact study. Chapter 3 discusses data sources and data collection and suggests statistical techniques for selecting a sample of students (in this case 35 students from a population of 238 international students). Chapter 4 presents data related to Michigan Technological University, and chapter 5 discusses the effects of financial transactions by international students on regional financial institutions and flow of funds. Chapter 6 considers additional demographic material, and the last chapter presents conclusions, implications, and applications of the model on a larger scale and to different regions. The questionnaire used to survey international students is included in an appendix. Eight references. (DB)

ED 331 405

Wagner, Alan P. And Others

Sponsorship and Leverage: Sources of Support and

Field of Study Decisions of Students from Developing Countries. IIE Research Report Number

Nineteen.

Institute of International Education, New York, N.Y.

Spons Agency—Agency for International Development (IDCA), Washington, DC.

Report No.—ISBN-87206-182-5

Pub Date—89

Note—88p.

Available from—Institute of International Education Inc., 809 United Nations Plaza, New York, NY 10017 (\$4.00).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Career Choice, Decision Making, *Developing Nations, Foreign Countries, *Foreign Students, Graduate Study, Higher Education, Influences, *Majors (Students), *Student

Financial Aid, Undergraduate Study

Identifiers—Brazil, Egypt, Indonesia, Jamaica, Nigeria

The study examined the influence of financial sources on field of study decisions of non-sponsored and sponsored students from developing countries at both the graduate and undergraduate levels. Findings are based on analysis of survey responses of 868 foreign students from five countries (Brazil, Egypt, Indonesia, Jamaica, and Nigeria) studying at 20 U.S. colleges and universities. Major findings included the following: (1) a large proportion of foreign students are non-sponsored but sponsorship is dramatically more important for graduate students than for undergraduates; (2) for students receiving sponsor assistance, there has been an inadequate attempt to leverage funding by making use of personal, family, or institutional resources; (3) the relationship between sponsorship and the intention to return home is strong and could probably be increased by tying some aid to employment/return requirements; (4) there is no evidence that sponsor-

ship has been effective as a force to redress inequities or promote social inclusion of under-represented groups; (5) sponsor support does influence field of study choices; and (6) better means are needed to provide incentives and information to students to promote congruence between their preferences and the goals of sponsoring institutions. Data are detailed in 28 tables. Includes 13 references. (DB)

ED 331 406

Miller, Michael T. And Others

Alumni Donor Research: Uses in Volunteer Recruitment.

Pub Date—[90]

Note—16p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Alumni, Case Studies, *Donors, Extracurricular Activities,

*Fund Raising, Graduate Surveys, Higher Education,

*Individual Characteristics, Institutional Research,

Leadership, Participant Satisfaction,

*Predictor Variables, *Recruitment, State Universities,

Student Characteristics, Student Participation,

*Volunteers

Identifiers—*Southern Illinois University

This case study of Southern Illinois University was conducted to determine the types of volunteers needed for an annual fund drive. Based on a random sample of 138 alumni donors who completed questionnaires, a donor profile was developed. Analysis of questionnaire responses found that only 48% reported being involved with extracurricular activities while attending college, 87% of which reported involvement in one to three student activities. Of respondents reporting involvement, 53% reported holding a leadership position on campus. Most respondents lived on campus and 23% graduated with honors. Most respondents (85%) indicated a strong satisfaction with their undergraduate experience and 94% said they would recommend their alma mater to incoming freshmen. Findings indicated that student undergraduate involvement was not a key to later participation in giving but that later donors were above average academic achievers and very satisfied with their education. Includes 38 references. (DB)

ED 331 407

Byrd, Sharon R.

Perceptions of Barriers to Undergraduate Education

by Non-Traditional Students at Selected

Non-Public, Liberal Arts Institutions in the

Mid-South.

Pub Date—Nov 90

Note—81p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association, New Orleans, LA, November 14-16, 1990.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Academic Persistence, *Access to

Education, Adult Students, *College Attendance,

Higher Education, Liberal Arts, Needs Assessment,

*Nontraditional Students, Parents, Perception,

Private Colleges, Reentry Students, School

Holding Power, Small Colleges, *Student Attitudes,

Student Employment, Student Recruitment

The study examined barriers to education perceived by a sample of 119 students aged 25 and over attending small private liberal arts colleges in Arkansas, Mississippi, and Tennessee. Among findings were that the number of children a respondent had impacted his or her perception of situational and dispositional barriers; the employment status of the respondent had an effect upon perception of institutional barriers; and race of the respondent had an effect upon perception of situational barriers. The six most frequently reported barriers were: (1) not enough time; (2) amount of time required to complete the program; (3) cost; (4) home responsibilities; (5) not enough energy or stamina; and (6) job responsibilities. Recommendations are offered, such as providing credit for students' past experiences, providing information on possible sources of financial aid, establishing more liberal admissions requirements, providing quality low-cost day care services, and scheduling to meet the needs of students employed full-time. Detailed analysis of questionnaire results and the questionnaire itself are appended. Includes 56 references. (DB)

ED 331 408 HE 024 466

Planning & Information Resources Management: The Case for Combining University Academic & Administrative Computing.

Alaska Univ., Fairbanks.

Pub Date—Oct 90

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Change, *Change Strategies, Computer Networks, *Data Processing, Higher Education, *Information Systems, Institutional Research, Management Information Systems, Needs Assessment, Organizational Change, Systems Approach, Technological Advancement

Identifiers—*University of Alaska Fairbanks

The report outlines how the University of Alaska (Fairbanks) could move toward institutionalizing a chief information officer and merge campus academic and administrative information systems. The chief information officer would have such responsibilities as strategic planning participation, information systems planning, development of institutional information policy, management of the institution's information resources, and development of new information system capabilities. A major outcome would be the linking of tactical and operational planning activities of information systems with the institution's overall strategic processes. The report discusses: (1) the development of academic computing, library computing, and administrative computing services; (2) the current status of telecommunications and local area networks, institutional research and data reporting, data administration, and statewide administration; (3) needs not currently being met, the evolution of technology, and planning and administrative opportunities; and (4) proposed changes in the areas of office administration, data administration, support services, institutional research and data reporting services, computer applications systems services, and computer center operations and network services. Includes seven references. (DB)

ED 331 409 HE 024 467

Gamon, Catherine. Comp.

Study, Work, and Travel Abroad: A Bibliography.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—Dec 89

Note—10p.

Pub Type—Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Information Sources, International Education, Library Collection Development, Orientation, Reference Materials, *Study Abroad, *Travel, *Work Experience

The bibliography of information sources for college and university students wishing to study, work, or travel abroad consists of three major sections. The first is a list of 50 key organizations and publishers that can furnish publications lists or free information on study/work/travel abroad. The second section identifies 37 reference materials covering study abroad, international education, credit transfer, evaluation of programs abroad, general cross cultural issues, and pre-departure and reentry orientation resources. The third section lists 71 reference materials to be included in a study/work/travel abroad resource library. These are grouped into the following categories: general materials on opportunities abroad; study abroad/systems of higher education; funding for international activities; international internships; volunteer work abroad; short-term employment abroad; international careers; and travel. Resources considered to be essential to advisers or to a basic resource library are marked with an asterisk. Print resources usually include a brief annotation as well as source and price information. (DB)

ED 331 410 HE 024 468

Bibliography on Foreign Student Recruitment

[and] Foreign Student Admissions Bibliography

[and] Foreign Student Advising: A Bibliography.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—89

Note—16p.

Pub Type—Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *College Admission, Foreign Student Advisers, *Foreign Students, Higher Education, Information Sources, International Education, Library Collection Development, *Student Recruitment

Three bibliographies list resources (most published in the 1980s) for institutions of higher education concerned with foreign student recruitment, admissions, and advising. The annotated bibliography on foreign student recruitment lists 22 references addressing both policy formulation and admissions and recruiting implementation. Source and pricing information is included. The bibliography on foreign students admissions lists approximately 115 resources grouped into the following categories: general, multi-country resources; the World Education Series of the American Association of Collegiate Registrars and Admissions Officers (AACRAO); workshop reports of the AACRAO and the National Association for Foreign Student Affairs; specific country studies; periodicals; and publishers/distributors. Annotations, sources, and prices are usually included. Items recommended for every foreign student admissions office and those recommended for medium or large institutions are noted. The bibliography on foreign student advising lists 103 resources grouped into the following categories: international education and institutional policy; management; program planning and funding sources; financial aid and planning; data management; rules and regulations and procedures affecting foreign students and scholars; counseling; and orientation. References particularly recommended are identified. Annotations, sources, and pricing information are included. (DB)

ED 331 411 HE 024 469

Institutional Approaches to Fiscal Change: Issues and Elements.

Alaska Univ., Fairbanks.

Pub Date—27 Feb 91

Note—49p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, *Budgeting, Costs, Expenditures, *Financial Policy, *Financial Problems, Higher Education, Income, Institutions, *Resource Allocation, *Retrenchment, *Self Evaluation (Groups)

Identifiers—*University of Alaska Fairbanks

Facing severe budget reductions in 1991 despite institutional restructuring in response to budget cuts in the mid-80s, the Chancellor's Ad Hoc Budget Planning Group at the University of Alaska Fairbanks (UAF) proposes a process for fiscal change while aiming to retain institutional excellence. A first section states the current problem, reviews planning and budget theory, and looks at how other institutions have responded to similar problems. "Section II: Assessing UAF's Budget Responses During Restructuring" examines the restructuring of the University of Alaska System in the mid-80s assessing results and UAF's budget responses. Included is a detailed historical overview of the process, and a description of the budget reduction strategies for fiscal years '86, '87, '88. Section Three lists factors which affect UAF's management flexibility and revenue diversification. A final section proposes steps to be taken: (1) institution-wide actions and review of programs and support services; (2) cuts and reallocation on support services; (3) retrenchment and reallocation in academic programs. Each of these steps is described with detailed suggestions on implementation. Included are four appendices: UAF fiscal year budget reductions for 1986, 1987, and 1988, and a list of cost cutting suggestions developed by a 1986 task force. A bibliography included about 45 references. (JB)

ED 331 412 HE 024 470

Dreibach, Christopher

Retention and Advising: Paternalism, Agency, and Contract.

Pub Date—9 Jul 90

Note—17p.; Revised version of a paper presented at the Noel/Levitz 1990 National Conference on Student Retention (Washington, DC, July 9, 1990).

Pub Type—Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Contracts, *Counselor Client Relationship, Dropout Prevention, *Faculty Advisers, Higher Education, *Models, Participative Decision Making, *School

Holding Power, *Student Attitudes, Surveys,

*Teacher Student Relationship

Identifiers—*Villa Julie College MD

Given that faculty advising plays an important role in college level retention, this paper examines three possible forms of faculty advisor-student relationships—paternalism, agency, and contract—and found the contract form to be superior. The paternalistic model in which the advisor assumes responsibility and authority for decision making was found to be inappropriate because generally college level students are capable of participating in decisions. The agency model which gives most of the responsibility and authority for decision-making to the student with the advisor acting on the student's behalf, was inadequate because it fails to recognize the ethical freedom and responsibility of the advisor and his responsibility to third parties. The contract model was found to be superior because it puts the advisor and advisee on an equal footing allowing for them to mutually agree on decisions after discussion together thereby encouraging and recognizing the adult status of the student. Limitations involve the degree to which the pair are not in fact equal. Survey results of 495 students from Villa Julie College (Maryland) found that for 133 students, advisor availability was a significant factor in their decision to stay. Of students surveyed, 7 preferred the paternal advising model, 128 the agency model, and 352 the contract model. Included are 18 references, and a copy of the student survey. (JB)

ED 331 413 HE 024 471

Dreibach, Christopher

Making the Upper-Level Course "Upper-Level."

Pub Date—Mar 89

Note—20p.; Paper presented at The National Seminar for Successful College Teaching (Orlando, FL, March 1989).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), *Advanced Courses, *College Curriculum, *Course Content, *Course Objectives, Curriculum, Curriculum Design, *Curriculum Evaluation, Higher Education, Prerequisites, *Required Courses, Standards, Undergraduate Study

Identifiers—*Villa Julie College MD

This discussion describes standards developed by Villa Julie College (Maryland) to avoid arbitrarily designating courses as "upper-level." Initially the school established a double concept of quality: either the absolute or "floor" sense (taken from minimum standards of accreditation) or the relative or "ceiling" sense (established on consultation with bodies within the college community). Three models of the upper-level course were identified: first, courses requiring sequential prerequisites; second, courses requiring no prerequisites but appropriate only for those with some subject familiarity; and third, courses requiring non-sequential prerequisites. Consequently Villa Julie accepted the following six macroscopic requirements for upper level courses: (1) be sufficient in number; (2) contribute to program coherence; (3) contribute to relationship of programs to college community and society; (4) cast balance between depth and breadth; (5) contribute to balance between student's time spent on the major and not on the major; (6) stand in balance with the lower-level courses. Additionally, microscopic requirements for each upper-level course suggested the need for: differences from lower-level courses in quality and quantity in contents and requirements; assumption of either a prerequisite or subject background; having the student employ analysis, synthesis, interpretation, critical thinking, and fine discriminations; assuming student independence and responsibility; and assuming that students will be mature enough to allow class focus on content. Thirty-one references are included. (JB)

ED 331 414 HE 024 472

Stoughton, Darla Wanchick, Jean

New Student Supports, Problems and Perceptions in Initial Adjustment.

Pub Date—[90]

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *College Freshmen, Higher Education, Potential Dropouts, *School Orientation, *Self Evaluation (Individuals), *Student Adjustment, Student Evaluation, Study Skills

Identifiers—*Homesickness, *Slippery Rock University PA

This study sought to evaluate the impact of orientation, general levels of adjustment, differences between orientation attending and non-attending students, and differences between faculty and student academic performance evaluations for freshmen at Slippery Rock University in Pennsylvania during the crucial first six weeks on campus. From a pool of 1400, 128 freshmen were randomly selected to complete a self-survey modeled from the Student Needs at Penn State, Millersville Assessment Program, and Student Attendance, Performance and Adjustment (SAPA) surveys. SAPA was also administered to faculty. Data were evaluated using T-test, correlation and frequency distributions. A majority of students (more than 70%) believed that orientation prepared them for most challenges except registration for classes and meeting faculty. Among respondents, 29% disagreed with the statement that "I rarely am homesick", indicating that homesickness is common. In fact, 9% said that they were considering leaving school. No significant differences were found in the adjustment of orientation attenders and non-attenders. The SAPA survey of faculty revealed large discrepancies between student self-assessment and faculty assessment. For example, only 28% of students identified by professors as having poor study habits said their study habits were not at college level. Included are 7 references. (DB)

ED 331 415 HE 024 474
Age Group and Sex of Students Fall 1990.

State Univ. of New York, Albany, Central Staff Office of Institutional Research.

Report No.—SUNY-8-91

Pub Date—Apr 91

Note—651p.

Available from—State University of New York, Office of Institutional Research and Analytical Studies, State University Plaza, Albany, NY 12246.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—*Age Groups, *Enrollment, *Full Time Students, Graduate Study, Higher Education, *Part Time Students, School Demography, School Statistics, *Sex Differences, *State Universities, Undergraduate Study

Identifiers—*State University of New York

This report provides statistical tables on the age group and sex of full-time and part-time graduate and undergraduate students in the State University of New York (SUNY) system for Fall 1990. Part I contains data for the entire system including headcount tables with corresponding percent distribution arrays. Part II shows headcount and percentage arrays of student by age group for each institution and institution type with tables for undergraduates, graduates and first-time students by load (full or part-time). Part III summarizes historical trend data on all students from Fall 1984 through Fall 1990 grouped in sections by level with headcount and percentage distributions for total, full, and part-time students. Sex trend tables are available for all standard institutional clusters. Part IV provides age and sex trend by level and load indexed to Fall 1984 and divided into two age groups: under 25 and 25 and over. Part V displays change and percent of change in the age and sex trend by student level. Appendices contain a map locating the institutions of the State University, a chronology of dates of establishment of SUNY institutions, and a list of publications from the Central Staff Office of Institutional Research. (JB)

ED 331 416 HE 024 478

Guide to Cost Management for Higher Education.

Cresap, Washington, DC.

Spons Agency—Department of Education, Washington, DC, Office of Planning, Budget, and Evaluation.

Pub Date—[91]

Note—221p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Budgeting, Case Studies, *Cost Effectiveness, Costs, *Educational Finance, Expenditures, *Higher Education, Institutions

Identifiers—*Cost Management

This guide to cost management for institutions of higher education presents a methodology based on reducing "support services costs" (services that maintain rather than directly contribute to teaching, research or community service) thereby achieving the fiscal goal while maintaining the institution's mission. Chapter I describes the scope of and reasons for escalating costs at universities, explains current

practices designed to contain costs, the limitations of these practices, and offers an alternative approach based on analytical techniques developed in the private sector. Chapter 2 summarizes the alternative concept of cost management offered in the previous section. Chapter 3 describes the process by which a university can assess the cost of its support services, with the goals of identifying opportunities to improve service delivery and reduce costs. Also included are case studies of projects undertaken for institutions of higher education. The tools and techniques for systematic and detailed analysis of cost management are described in detail along with an explanation of purpose and method of application in the final section. Appendix A lists those individuals consulted for the guide; Appendix B contains detailed summaries of five case studies. Numerous tables appear throughout. (JB)

ED 331 417 HE 024 479

Off-Campus Graduate Education: A Policy Statement.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—89

Note—19p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington DC 20036-1173 (\$10.00).

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Deans, Access to Education, College Administration, College Planning, College Programs, College Role, Definitions, *Extension Education, Financial Support, *Graduate Study, Higher Education, Noncampus Colleges, *Nontraditional Education, *Off Campus Facilities, Universities

Graduate courses are increasingly being offered in a wide variety of non-traditional campus settings including industrial plants, military bases, shopping malls, and off-campus centers established by universities mainly for the purpose of providing classroom instruction. This booklet provides guidelines for institutions considering such programs. The first section reviews the current status of off-campus graduate education, discusses variations of the concept of off-campus graduate education, and defines several related terms. Issues considered in other sections include: the role of the graduate dean; responsibility of colleges/universities to the community in providing off-campus programs; off-campus versus on-campus programs; identification of qualified and motivated faculty resources to teach off campus; and financial issues involved in offering off-campus training. Academic and administrative guidelines for implementing off-campus graduate programs are provided. (LPT)

ED 331 418 HE 024 480

International Graduate Students: A Guide for

Graduate Deans, Faculty and Administrators.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—91

Note—51p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aptitude Tests, *College Admission, College Curriculum, Counseling, Counseling Services, *Educational Policy, Enrollment Rate, Financial Support, *Foreign Students, Graduate Students, *Graduate Study, Higher Education, Postdoctoral Education, *School Responsibility, Standardized Tests, Student Recruitment

While international students contribute to the diversity and add to the cultural and intellectual aspects of the university's environment, they also provide challenges for administrators, faculty, and students. This booklet provides guidance to graduate deans, faculty, and administrators who work with international graduate students. Academic, administrative, educational, technical, and socio-political issues that are unique to international students are reviewed and discussed. Topics covered include: the relevance of American graduate curricula; admission of international graduate students; the purpose of standardized tests; English language competence and the international teaching assistant; financial support; immigration requirements in both the United States and Canada; academic stan-

dards and advising; international student counseling services; international students as postdoctoral/visiting scholars; and responsibilities of the scholar, the sponsoring faculty member, and the institution. Appendices include sample university admission documents for foreign graduate students, addresses of 11 organizations referenced in the guide and a bibliography of recommended sources. (LPT)

ED 331 419 HE 024 481

Graduate Student Financial Support: A Handbook for Graduate Deans, Faculty, and Administrators.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—90

Note—104p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Assistantships, *College Administration, *Fellowships, Females, Financial Support, Foreign Students, *Graduate Students, Grants, Higher Education, Minority Groups, Need Analysis (Student Financial Aid), Part Time Students, *Student Financial Aid, *Student Loan Programs, Tax Deductions

This handbook on the administration of graduate student financial support offers advice on the development and administration of fellowships, assistantships, and loan programs and provides detailed descriptions of the factors that affect these programs, particularly those involving the relationship between the federal government and universities. Section One describes the various categories, types, and sources of financial support available for graduate study and the administrative control of these funds within the university. Rules and regulations which govern the distribution of funds are also discussed. Section Two focuses on assessing financial needs of part-time, master's, doctoral, and minority students. Factors affecting availability of funds are also discussed. Section Three discusses the administration of institutional fellowships and service-related awards and notes relevant tax issues. The final section discusses financial support for minority students, foreign students, women, and veterans. Appendices include a bibliography of 37 reference sources and descriptions of five databases; glossaries of terms, abbreviations and acronyms; information on U.S. and Canadian government and privately sponsored grants and loans; and regulations of Title IV of the Higher Education Act. (LPT)

ED 331 420 HE 024 482

The Doctor of Philosophy Degree: A Policy Statement.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—90

Note—38p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, *College Admission, College Admission, *Degree Requirements, Doctoral Dissertations, *Doctoral Programs, *Educational Facilities, Educational Quality, Graduate Study, Higher Education, Program Evaluation, Student Financial Aid, *Student Recruitment, Teacher Responsibility, Universities

Guidance is offered for reviewing current Doctor of Philosophy (Ph.D.) programs and for establishing new ones. Typical academic and institutional contexts of Ph.D. programs in the United States and Canada and the standards and quality which lead to successful Ph.D. programs are presented. Part One addresses the nature and purpose of the doctoral program. Part Two outlines academic and institutional contexts of Ph.D. programs focusing specifically on organization and administration of doctoral programs, faculty responsibilities for graduate study, recruitment and retention of doctoral students, and the administrative and physical facilities required for doctoral programs. Guidelines for establishing new Ph.D. programs are also provided. Part Three provides detailed descriptions of the requirements that are commonly set for the Ph.D. degree by universities and their academic departments. Aspects such as admission to Ph.D. pro-

grams, requirements for residency and registration, financial aid, examinations, and requirements for the dissertation are addressed. (LPT)

ED 331 421 HE 024 483
Academic Review of Graduate Programs: A Policy Statement.

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date—90
Note—33p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.
Pub Type—Opinion Papers (120) — Guides — Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Administration, Doctoral Programs, Educational Assessment, Educational Policy, *Graduate Study, Higher Education, *Institutional Evaluation, Masters Programs, *Program Evaluation, Self Evaluation (Groups), Universities

Guidelines are provided for higher education institutions that are developing or evaluating academic review activities for their graduate programs. The guide presents the critical components of a graduate program review, focusing on the philosophy, principles, practices, and policies entailed, and discusses the advantages and disadvantages of different review methods. The five sections of the guide cover the following areas: (1) the purpose of program review; (2) a rationale for program review; (3) a definition of program review; (4) issues which should be addressed before beginning the program review, such as locus of control, master's versus doctoral programs, relationship of academic and professional programs, coordination with accreditation reviews, and multidisciplinary and interdisciplinary programs; and (5) the structural components of a program review, such as administrative support, departmental self-study, use of questionnaires, external reviewers, and student participation. Three resources for conducting program reviews are described. (LPT)

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.
Pub Type—Opinion Papers (120) — Guides — Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Administration, Doctoral Programs, Educational Assessment, Educational Policy, *Graduate Study, Higher Education, *Institutional Evaluation, Masters Programs, *Program Evaluation, Self Evaluation (Groups), Universities

ED 331 422 HE 024 484
The Role and Nature of the Doctoral Dissertation.

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date—91
Note—49p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, *Doctoral Dissertations, Doctoral Programs, Higher Education, *Program Effectiveness, Scholarship, *Student Research, Teacher Student Relationship, Writing for Publication

Findings and recommendations presented in this study of the role and nature of doctoral dissertations are based on deliberations of a task force of graduate school deans and 48 reports submitted by selected universities. Findings are offered in the areas of: distinguishing characteristics of dissertation research and dissertations; originality, significance, independence; collaboration; content and form of the dissertation; publishability; intensive participation in doctoral research; time to completion of the dissertation; guidance for dissertation advisers; dissertation defense; and expert advice and editorial help. It was generally agreed that (1) dissertation research should provide students with hands-on, directed experience in the primary research methods of the discipline, and should prepare them for the type of research/scholarship that will be expected of them after they receive the Ph.D. degree. It was also agreed that: (2) where doctoral research efforts are part of a larger collaborative project, the individual student's contribution should be precisely delineated; (3) in cases where students' research is enmeshed in their advisers' projects, clear written understandings should be formulated at the outset about respective rights to the data generated and other intellectual products; and (4) the student's progress on the dissertation should be reviewed and the appraisal shared with the student on an annual basis. The report concludes with nine references, a working paper for the study, and a list of institutions participating in the study. (LPT)

ED 331 423 HE 024 485
Dickey, Karlene And Others

Graduate Study in the United States: A Guide for Prospective International Graduate Students.

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date—91
Note—24p.

Available from—Council of Graduate Schools of the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, *College Admission, College Choice, Definitions, Educational Background, *Foreign Students, *Graduate Study, Higher Education, Masters Programs, *Paying for College, Standardized Tests, Student Financial Aid

This guide for prospective international graduate students provides information on the American system of graduate education. Topics covered are: (1) rationale for graduate study in the United States; (2) definition and description of graduate education; (3) appropriate background for graduate study; (3) selecting a graduate program; (4) the application process; (5) standardized tests; (6) acceptance procedures; (7) financing graduate study; (8) visas; and (9) important points about living in the United States. Included is an application checklist, three sources of information on graduate programs, and five sources of information on standardized tests. (KPT)

ED 331 424 HE 024 486
Khalil, Edna M., Ed.

Graduate Education—A Quality for the Needs of the Nation. Proceedings of the Annual Meeting of the Council of Graduate Schools in the United States (24th, Washington, District of Columbia, December 5-8, 1984).

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date—[85]
Note—149p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Washington, DC 20036-1173.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Role, Assistantships, College Entrance Examinations, Educational Legislation, *Educational Practices, *Educational Quality, Enrollment, Graduate Students, *Graduate Study, Higher Education, Information Systems, International Education, Library Services, Science Education, Social Responsibility, Teacher Education

Identifiers—*Council of Graduate Schools, Fraud, Graduate Record Examinations

This report of the proceedings of a conference concerned with the quality of graduate education in the United States contains papers from plenary and concurrent sessions, information on the Council of Graduate Schools' (CGS) business meeting, notices of awareness presentations, a copy of the CGS constitution and bylaws, CGS membership list, and a copy of "Report of CGS/GREB 1984-85 Survey of Graduate Enrollment, Part I" by Charles W. Daves. Titles and authors of papers are as follows: "Achieving Educational Success in the Land of Oz" (John V. Byrne); "Graduate Record Examinations System Redesign-Planning for the Future" (Norbert Kubilus); "The Status of Higher Education Legislation" (John Dean); "Fraud in Academe: Protecting the Integrity of the Institution against Academic Dishonesty" (Gary Pavela); "Enhancing the Role of the Graduate Dean in the Planning Process on Campus" (Richard B. Schwartz); "Practices and Programs to Improve Performance of Graduate Assistants" (Marilyn Baker and others); "Graduate Education's Participation in Teacher Preparation" (Leslie M. Thompson); "Responsibilities in Science and Technology" (Eric Bloch); "Quality in International Education: The Next Stage in Language and Area Studies" (Goodwin Cooke); "Quality Characteristics of Master's Degree Programs" (Jerry King; Larry J. Williams); "Reshaping Library Services and Information Systems—The Research Agenda" (Deanna Marcum); "The Social Responsibility of Graduate Education" (Theodore M. Hesburgh); and "The Forest Not the Trees" (Steven Muller). (LPT)

ED 331 425 HE 024 487

Khalil, Edna M., Ed.
Graduate Education—Past-Present-Future. Proceedings of the Annual Meeting of the Council of

Graduate Schools in the United States (25th, Anaheim, California, December 11-14, 1985).

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date—86
Note—169p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Effectiveness, *Educational History, *Educational Innovation, *Educational Practices, Equipment Utilization, Extension Education, *Graduate Study, Higher Education, Information Needs, International Cooperation, International Relations, Laboratory Animals, Languages, Literature, Minority Groups, Politics of Education, Professional Education, Regional Cooperation, Scholarship, School Role, Teacher Education, Undergraduate Study

Identifiers—Council of Graduate Schools

This proceedings document contains papers presented at the 25th anniversary meeting of the Council of Graduate Schools in the United States (CGS); information on the CGS business meeting, notices of awards presentations, copies of the CGS constitution and bylaws, and a CGS membership list. Topics and presenters are as follows: "Current Issues in Scholarship and Graduate Education in Languages and Literature" (Theodore Ziolkowski, Victoria A. Fromkin, and John M. Ellis); "Financing and Managing University Research Equipment" (Keith Kennedy; Ruben Lorenz); "Graduate Education for Teachers (Report of the Wingspread Conference Sponsored by CGS and AACTE)" (Mary Ann Carroll; Dale R. Comstock); "Off-Campus Graduate Education" (Lionel Baldwin); "Data Needs in Graduate Education" (Arthur M. Hauptmann); "The Politics of Having Less" (Robert M. Rosenzweig); "Graduate Education In Retrospect" (John C. Weaver; Bryce Crawford); "Graduate Education Now" (Leslie B. McLemore; Elizabeth C. Traugott); "Minorities in Graduate Education—Past-Present-Future" (Sarah Melendez); "International Aspects of Graduate Education" (Victor Li; Norman Peterson); "State and Regional Initiatives in Graduate Education and Research" (William E. Davis; Ann Spruill); "Preparation of the Professoriate: Role of Graduate School" (John D. Kemper; Robert T. Voelkl); "Issues in Animal Research" (Richard C. Simmonds); "The Revised PHS Policy on Humane Care and Use of Laboratory Animals" (Charles R. McCarthy); "Redefining the President or Chancellor's Role in Graduate Education" (Charles Young); and "The Role of the Graduate School in Strengthening Undergraduate Education" (James H. Zumberge). Also included is an extract from the proceedings of the 1961 CGS annual meeting entitled "The Establishment of the Council of Graduate Schools in the United States." (LPT)

ED 331 426 HE 024 488
Khalil, Edna M., Ed.

Graduate Education—The Social Context. Proceedings of the Annual Meeting of the Council of Graduate Schools in the United States (26th, San Antonio, Texas, December 2-5, 1986).

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date—[87]
Note—162p.

Available from—Council of Graduate Schools of the U.S., One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Deans, College Administration, Doctoral Dissertations, *Educational Practices, Electronic Publishing, Engineering Education, Financial Support, Graduate Students, *Graduate Study, Higher Education, Information Networks, International Educational Exchange, Masters Theses, Minority Groups, Scholarship, *Social Influences, Student Financial Aid, Student Recruitment, Teacher Education, Telecommunications

Identifiers—China, *Council of Graduate Schools, Latin America

This report of the proceedings of a meeting on graduate education in the United States contains papers from plenary and concurrent sessions, information on the Council of Graduate Schools' (CGS) business meeting, copies of the CGS constitution and bylaws, CGS list of member institutions, and

accounts of award presentations. Papers have the following titles and authors: "Problems of Research at Master's Level Institutions" (Linda Mantel); "Encouraging Scholarship by the Graduate Faculty" (Michael L. Mark); "Report from Washington Agencies: Issues and Opportunities" (Sara S. Chapman); "The Graduate Dean in University Administration: Changing Roles and Responsibilities" (Anne Clark and others); "Dissertations and Theses: Roles in Graduate Education" (Leila S. Edwards and others); "Graduate Education for Teachers" (Dean Corrigan); "Tell Me What Is Your Specialty?" (John Ziman); "Graduate Engineering for Minorities Program (GEM)" (Martha Conley); "The Talent Pool for 1990 and Beyond" (Betty M. Vetter); "Minority Graduate Education: Models and Successes" (Sarita E. Brown); "Minority Recruitment in Physics at M.I.T." (George Koster); "What Scholars Think about Scholarly Communication" (Herbert C. Morton); "The Electronic Scholar" (Patricia Battin); "Electronic Publication: Its Impact on Scholarship" (Adam Hodgkin); "International Educational Exchange: The Case of China" (David M. Lampton); "Latin Americanist Perspective on the Fulbright Program" (C. W. Minkel); "Perspectives on Research Funding" (Charles L. Hosler, Karen Hiemele); "Perspectives on Research Funding—The Private Sector" (Kenneth L. Hoving); "Graduate Student Financial Aid" (Sheila Cooper and others). (LPT)

ED 331 427 HE 024 489

Khalil, Edna M., Ed.

Graduate Education—Communities of Scholars.

Proceedings of the Annual Meeting of the Council of Graduate Schools (27th, Washington, District of Columbia, December 1-4, 1987).

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—[88]

Note—128p.

Available from—Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Deans, Educational Policy, *Educational Practices, Foreign Countries, Fund Raising, Graduate Students, *Graduate Study, Higher Education, Information Needs, Interdisciplinary Approach, Minority Groups, Physical Sciences, *Scholarship, Scientific Research, Student Personnel Services, Student Recruitment, Teacher Role, Universities

Identifiers—China, Council of Graduate Schools

This report of the proceedings of a conference on graduate education contains papers from plenary and concurrent sessions, information on awards presentations, information on the Council of Graduate Schools' (CGS) business meeting, copies of the CGS constitution and bylaws, and a CGS list of member institutions, constitution and bylaws, and a CGS list of member institutions. Titles of sessions and presenters are as follows: "The Role of Faculty in the Nurturing of Minority Scholars" (John Slaughter; Leonard A. Valverde); "Support Services for Graduate Students" (Anne N. Medicine; Debra W. Stewart); "Fund Raising and Graduate Deans" (Robert E. Gordon; Arthur C. Frantzreb); "Issues in Graduate Education in the Physical Sciences" (Homer A. Neal); "China and American Graduate Schools" (Li Mingde; Meng Yang; Halsey L. Beemer, Jr.); "Recruitment of Graduate Students" (Donald G. Dickason; Paul Bryant; Thomas P. Hogan; William H. Matchett); "Non-Faculty University Researchers and Graduate Programs" (Robert Bock); "Data Needs and Graduate Education Policy" (Daryl E. Chubin); "Interdisciplinary Programs, Centers and Institutes: Academic and Administrative Issues" (Donald Kash; Richard Atiyeh). (LPT)

ED 331 428 HE 024 490

Khalil, Edna M., Ed.

Proceedings of the Annual Meeting of the Council

of Graduate Schools (29th, Washington, District of Columbia, November 28-December 1, 1989).

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—[89]

Note—125p.

Available from—Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Attitudes, Allied Health Occupations Education, Dental Schools, Doctoral Degrees, Doctoral Dissertations, *Doctoral Programs, Economic Development, Educational Environment, *Educational Practices, Government School Relationship, Graduate Students, *Graduate Study, *Health Personnel, Higher Education, Masters Degrees, Mastery Learning, *Minority Groups, Nursing Education, Program Length, Scholarship, School Business Relationship, *School Community Relationship, Student Improvement, Unions, Universities

Identifiers—*Council of Graduate Schools, Graduate Record Examinations, Johns Hopkins University MD

This report of a conference on guidance school education contains papers from plenary and concurrent sessions, information on the Council of Graduate Schools' (CGS) business meeting, and on awards presentations, copies of the CGS constitution and bylaws, and a CGS member institution list. Papers and presenters are as follows: "The Graduate Degree in a College of Dentistry" (William M. Feagans); "The Graduate Degree in Nursing" (Helen K. Grace); "The Graduate Degree in the Allied Health Professions" (Richard Gutekunst); "The View from the Graduate Dean's Perspective" (Lowell Greenbaum); "Assuring Mastery" (Suzanne Reid-Williams); "Minority Students—Master's Programs" (John K. Beadles; Mary Ann Carroll); "CGS Project on the Role and Nature of the Doctoral Dissertation: Progress Report" (Gordon MacLachlan); "The Question of Minority Scholarship" (Joyce Ladner); "The Labor Market Implications of Lengthening Doctorate Completion Time" (Howard Tuckman); "Time to Complete the Doctoral Degree: The Berkeley Experience" (Joseph Dugan); "The Birth of a New Academic Partnership at the Johns Hopkins University Montgomery County Center" (Edgar Rouhac); "University of Maryland at Shady Grove in Montgomery County, Maryland" (Harley A. Cloud); "Teaching Assistant Unions" (Madelyn M. Lochhart); "TA Unionization at the University of British Columbia" (Peter Suedfeld; Catherine Urquhart); "Shaping a Public View of Graduate Education" (Lee Daniels; Anthony Flint); "Students, Scholars and Stress: The Relationship between Graduate Students and Their Programs" (Leonard L. Baird); and "New Developments in the GRE" (Charlotte V. Kuh). (LPT)

ED 331 429 HE 024 491

Engel, C., Ed. And Others

Annals of Community-Oriented Education, Vol-

ume 3, Part 1, 1990.

Network of Community-Oriented Educational Institutions for Health Sciences (Netherlands).

Report No.—ISBN-90-73026-02-4

Pub Date—90

Note—141p.; For Volume 3, Part 2, containing the papers from the "1989 Network Conference" at Kerkrade, The Netherlands, see HE 024 492.

Available from—Secretariat of the Network of Community-Oriented Educational Institutions for Health Sciences, University of Limburg, POB 616, 6200 MD Maastricht, The Netherlands.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Clinical Teaching (Health Professions), *Community Health Services, Community Programs, *Curriculum Development, Epidemiology, Foreign Countries, Higher Education, *Medical Education, Medical Students, Orientation, Primary Health Care, *Program Development, *Public Health, Social Action

Identifiers—Area Health Education Centers, Colombia, Nigeria, *Problem Based Learning Curriculum, University of Sherbrooke ON

This collection gathers together several papers reflecting the state of the art in the development of community-based programs in health sciences education. Titles and authors are as follows: "Issues in Implementing a Problem-Based Learning Curriculum at the University of Sherbrooke" (Jacques E. Des Marchais; Bertrand Dumais); "Students' Perceptions after One Year of Problem-Based Learning at Sherbrooke" (David Barbeau and others); "Involvement of Teachers as Problem-Based Learning Tutors in the New Sherbrooke Programme" (Jacques E. Des Marchais); "Impressions of a Community Orientation Programme" (Junaid Ahmad); "Community Orientation at Obafemi Awolowo College of Health Sciences, Nigeria" (Olanipekun K. Alausa); "Education for Health in Transition

—The Response of Medical Education at Gadajah Mada University" (Coeli J. Geefhuysen and Radjiman); "Village Studies: An Introduction to Community Health for First-Year Medical Students" (John P. Musgrove; Simon J. Carson); "Centre for Clinical Epidemiology and Biostatistics, University of Newcastle" (R. F. Heller); "The Mindanao State University College of Medicine Community-Based Medical Curriculum" (Angelo H. Manalo); "The Area Health Education Center: A Model of Community-Based Health Sciences Education" (Daniel S. Blumenthal); "Health of the Public at Columbia: The First Year" (Oliver T. Fein and others); "World Federation for Medical Education" (Henry Walton); "Ten Commandments for Clinical Training" (Andrew R. Hornblow); "Knowledge, Learning and Literacy: The Didactic and the Critical" (Richard W. Paul); and "The Abuja Plan of Action: Arising from the African Ministerial Consultation on Medical Education, 7 July 1989, Abuja, Nigeria." The volume includes a list of recent books on medical education and abstracts from recent papers on primary health care, problem-based learning, change, student selection, communication, and assessment and evaluation. (LPT)

ED 331 430 HE 024 492

Engel, C., Ed. And Others

Annals of Community-Oriented Education, Vol-

ume 3, Part II.

Network of Community-Oriented Educational Institutions for Health Sciences (Netherlands).

Report No.—ISBN-90-73026-03-2

Pub Date—90

Note—309p.; Papers presented at the Network Conference (Kerkrade, The Netherlands, 1989).

For Volume 3, Part 1, see HE 024 491.

Available from—Secretariat of the Network of Community-Oriented Educational Institutions for Health Sciences, University of Limburg, POB 616, 6200 MD Maastricht, The Netherlands.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Agency Cooperation, Community Action, *Community Health Services, Community Programs, *Curriculum Evaluation, Developing Nations, Educational Change, Foreign Countries, Higher Education, Institutional Cooperation, *Medical Education, Medical Schools, Networks, Program Development, Regional Programs, *Student Evaluation, *Teaching Methods

This volume comprises 95 papers or abstracts of conference presentations, focusing on various community-based approaches to health sciences education throughout the world. The papers or presentation abstracts are arranged under the following headings: (1) problems met in establishing links with the regional health care systems—the case of Maastricht (four papers); (2) strategies for establishing partnership of academic institutions and health care systems (four papers); (3) collaboration between academic centers and health care systems (45 papers); (4) new educational approaches (23 papers); and (5) curriculum evaluation and student assessment (19 papers.) (LPT)

ED 331 431 HE 024 493

Texas Public Higher Education Governance for the

21st Century. Final Report.

Texas State Higher Education Coordinating Board, Austin.

Pub Date—Jan 91

Note—47p.; Prepared by the Committee on Statewide Governance of Higher Education.

Available from—Texas Higher Education Coordinating Board, Division of Research Programs, P.O. Box 12788, Austin, TX 78711.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Governance, *Higher Education, Organizational Change, *Organizational Effectiveness, Public Colleges, State Colleges, State Standards, State Universities, *Statewide Planning, Systems Approach

Identifiers—Texas

This document reports on the governance of the Texas system of public higher education. The first section of the report describes the Texas public higher education system as it exists today. This section discusses the history of Texas education, its structure of governance, facilities, academic and research programs, health-related institutions, and independent colleges and universities, and identifies problems with the current system of governance.

The second section, which concerns the future, recommends five standards to improve governance in Texas higher education and proposes a governance structure for the 21st century. The proposed structure would group all institutions that have undergraduate teaching as their primary mission into one large system; reduces the number of higher education systems to four in order to facilitate planning, accountability, consolidation of duplicate programs, and efficient use of resources; and links comprehensive research institutions with those institutions expected to change the most, to promote flexibility in allocating resources and programs. Included are charts, graphs, and maps describing the proposed system; biographical sketches of members of the Texas Higher Education Coordinating Board Committee; a list of persons who offered testimony to the committee; a sample of reorganization plans; and the Texas Charter for Public Higher Education adopted by the 70th Texas Legislature, 1987. (LPT)

ED 331 432 HE 024 494

McDonough, Patricia M.

Who Goes Where to College: Social Class and Organizational Context Effects.

Pub Date—Mar 91

Note—34p.; Paper submitted to the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Admission, College Bound Students, *College Choice, *College Environment, Community Influence, *Decision Making, Family Influence, Higher Education, High Schools, High School Seniors, *Influences, Institutional Characteristics, Personality Traits, *Social Class, Social Influences, *Social Status, Socioeconomic Influences, Teacher Influence

The study examined the ways in which status cultures and organizational environments influence high school students' college decision-making. Interviews were conducted with 12 white female high school seniors from four northern California high schools (a low socio-economic status (SES)/low organization public school, a low-SES/high organization Catholic school, a high-SES/low organization public school, and a high-SES/high organization private preparatory school) as well as with their best friends, parents, and counselors. The study analyzed the four schools' total resources devoted to college preparation; the structure, goals, and objectives underpinning the college guidance program; and the assumed knowledge of students participating in college planning. Findings revealed that the pressure on college-bound students is more pronounced at suburban high schools and the private college preparatory school than others, and that school context played a significant role in shaping students' college choice. Most students applied to colleges that matched some aspect of their current habits: colleges with the same supportive environment as their high school, or colleges consistent with their own personal values or personalities. (27 references) (LPT)

ED 331 433 HE 024 495

Cronin, Michael W. Grice, George L.

Implementing Oral Communication Across the Curriculum.

Pub Date—12 Apr 91

Note—21p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991). For a related paper, see HE 024 496.

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, *Communication Skills, Curriculum Development, Higher Education, *Integrated Activities, Interdisciplinary Approach, Program Development, *Program Implementation, Speech Communication, *Speech Curriculum, Speech Instruction, *Teaching Methods, Universities

Identifiers—*Speaking across the Curriculum

The Oral Communication Across the Curriculum (OCXC) program is a university-wide program using oral communication activities to enhance learning of course content and to improve oral communication skills of participating students. Implementing OCXC programs in postsecondary institutions involves planning, publicizing, gearing up, conducting, spreading the "pedagogy," and securing additional sources of funding. Planning requires

consideration of such issues as the objectives of the program, personnel needs, equipment and facility needs, training requirements for participating students and faculty, support services, quality control and assessment procedures, operational policies, publicity and public relations requirements, dissemination, and rewards for participants. The potential of OCXC in improving teaching/learning should be accepted and endorsed throughout the university, and the program must be developed university-wide. The main element in any OCXC program is the design, implementation, and evaluation of oral communication activities in non-speech courses across the curriculum, and assessing program outcomes. The benefits of the program could be disseminated through conferences, workshops, publications, and periodic reports. A successful program will require additional support as demand grows, and support may be explored through various ways including budget initiatives, grants, and commercial links. (15 references) (LPT)

ED 331 434 HE 024 496

Cronin, Michael W. Grice, George L.

Speech Communication Across the Curriculum: Development of the Radford University Oral Communication Program.

Pub Date—Apr 91

Note—28p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 1991). For a related document, see HE 024 495.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Curriculum, *Communication Skills, Computer Assisted Instruction, Curriculum Development, Higher Education, *Instructional Development, Instructional Innovation, *Integrated Activities, Interactive Video, Program Effectiveness, Public Speaking, *Speech Communication, *Speech Curriculum, Speech Instruction

Identifiers—*Radford University VA, *Speaking across the Curriculum

The Oral Communication Program (OCP) was established at Radford University, Virginia, in 1988 as a comprehensive program of oral communication across the curriculum. The OCP has generated student and faculty involvement using a variety of information outlets such as meetings, retreats, and communication-intensive courses. Faculty from the Department of Communication have initiated several projects to develop innovative ways of providing instruction to students and faculty, to give faculty consultative assistance, and to create methods and materials for classroom use. The program has introduced the use of interactive video instruction (IVI) programs and has begun production of three interactive video modules on overcoming speech fright, effective introductions for a speech, and presenting an argument. Budget information, dissemination of results, expansion activities, and plans for the future are also discussed. (Five references) (LPT)

ED 331 435 HE 024 497

Schlachter, Gail Ann Weber, R. David.

Financial Aid for Veterans, Military Personnel and Their Dependents, 1990-1991.

Report No.—ISBN-0-918276-11-X

Pub Date—90

Note—290p.

Available from—Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos, CA 94070 (\$35.00).

Pub Type—Reference Materials—Directories/Catalogs (132)—Books (010)—Reference Materials—Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Awards, Federal Aid, Fellowships, Grants, Higher Education, Internship Programs, *Military Personnel, Postsecondary Education, Scholarships, *Student Financial Aid, Student Loan Programs, *Veterans, Veterans Education

This directory provides information on over 1,000 sources of financial aid (scholarships, fellowships, grants, loans, awards, and internships) designed primarily or exclusively for veterans, military personnel, and their dependents. The programs described are sponsored by federal and state government agencies, professional organizations, foundations, educational associations, and military/veteran associations, and are open to applicants at the high school through postdoctoral levels for education, research, travel, training, career development, or in-

novative effort. All areas of the sciences, social sciences, and humanities are covered. For each source of aid, the entry provides program title, organization address and telephone number, purpose, eligibility, remuneration, duration, special features, limitations, number of awards, and application deadline. Also included are: a list of state sources of information on state financial aid; an annotated bibliography of general financial aid directories; and several indexes (program title, sponsoring organization, geographic, subject, and filing date). (LPT)

ED 331 436 HE 024 498

Bergerson, Peter J., Ed.

Teaching Public Policy: Theory, Research, and Practice. Contributions in Political Science, Number 268.

Report No.—ISBN 0-313-27636-6 ISSN 0147-1066

Pub Date—91

Note—240p.

Available from—Greenwood Press, 88 Post Road West, Westport, CT 06881 (\$42.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Administrator Education, Business Administration Education, *College Curriculum, Computer Literacy, Developing Nations, Experiential Learning, Global Approach, Higher Education, Information Management, Management Development, Masters Programs, Program Evaluation, Public Administration, *Public Administration Education, *Public Policy, Research Skills, Research Utilization, *Teaching Methods

The 16 chapters of this book offer innovative instructional techniques used to train public managers. It presents public management concepts along with such subtopics as organizational theory and ethics, research skills, program evaluation, financial management, computers and communication skills in public administration, comparative public administration, and contemporary issues in public administration. Titles and authors of the 16 chapters are as follows: "The Civic Education of Public Officials: The Founders and John Dewey" (Hank T. Edmondson III); "Lessons from Experience: Action Theory in Practice in the Classroom" (Anne-Marie Rizzo); "The Place of Whistleblowing in the MPA Curriculum" (Judith A. Truelson); "An Assessment of Research Skill-Building in MPA Curricula" (William L. Waugh, Jr. and others); "Research Use in Policy and Decision Settings: Closing the Gap" (Josephine M. LaPlante); "Teaching User-Oriented Program Evaluation" (Kathryn E. Newcomer); "Management Information Resources: Curricular Innovations for the 1990s" (Sharon L. Caudle); "Role Model Simulation and the Government Budgeting Process" (Peter J. Bergerson); "Public Financial Management Curriculum and Course Design: A Response to the National Task Force Report" (L. R. Jones); "The Lifeguard Approach to Teaching Policy Studies Educators about Computers" (Frank W. Connolly and Thomas J. Bergin); "Communication Skills and Outcome Assessment in Public Administration Education" (William L. Waugh, Jr. and Edith Kelley Manns); "The Pedagogical Implications of the Internationalization of Public Policy" (Curtis Ventris); "Public-Sector Education and Training in Developing Countries" (John E. Kerrigan; Jeffrey S. Luke); "Practitioner-Teachers: Should They Teach?" (Arthur A. Felts); "The Experiential Experience: Promise, Problems, and Possibilities" (James S. Bowman); "Public Administration: The Political Science Perspective" (Rickert R. Althaus). In addition to references accompanying each chapter, a 26-item bibliography is presented. (LPT)

ED 331 437 HE 024 499

Goodson, Martia Graham, Ed.

Chronicles of Faith: The Autobiography of Frederick D. Patterson.

Report No.—ISBN-0-8173-0459-2

Pub Date—91

Note—220p.; Foreword by Harry V. Richardson. Available from—University of Alabama Press, Box 870380, Tuscaloosa, AL 35487-0380 (\$35.00).

Pub Type—Books (010)—Creative Works (030)

Document Not Available from EDRS.

Descriptors—Administrators, *Autobiographies, *Black Achievement, *Black Colleges, Black History, Black Leadership, Black Teachers, *College Presidents, *Educational History, Educational Mobility, Fund Raising, Higher Education, Institutional Advancement, Personal Narratives

Identifiers—*Patterson (Frederick O.), Tuskegee In-

stitute AL. *United Negro College Fund

An autobiography of Frederick D. Patterson, past president of Tuskegee Institute in Tuskegee, Alabama, is presented. Based on recorded interviews with Dr. Patterson, the account begins with coverage of his family background, his boyhood and personal life, and his education. The book focuses on Patterson's professional experiences as teacher and president of Tuskegee Institute, as founder of the United Negro College Fund, and as a key individual in the development of the Phelps Stokes Fund and the Robert A. Moton Memorial Institute. Dr. Patterson developed a model of cooperative fund raising in higher education that enabled financially deprived private black colleges to survive and serve the youth of the segregated North and South. He started schools of veterinary medicine, engineering, commercial and military aviation, and commercial food preparation at Tuskegee Institute and developed a plan by which the aid that the school could offer poor students was leveraged to help both students and the growing school. Appended are several documents relating to his career: "Little-Known Facts about F. D. Patterson" (J. R. Otis); "The Military and Civilian Pilot Training of Negroes at Tuskegee, 1939-45" (G. L. Washington); "Recollections of the United Negro College Fund" (Albert Dent); "Recollections of the United Negro College Fund" (Betty Stehman); "The College Endowment Funding Plan" (Luther F. Foster); "Tribute to F. D. Patterson" (Hollis Price). (LPT)

ED 331 438 HE 024 500
Arden, Kelvin J. Whalen, William J.

Your Guide to Effective Publications: A Handbook for Campus Publications Professionals.
Council for Advancement and Support of Education, Washington, D.C.

Report No.—ISBN-0-89964-282-9

Pub Date—91

Note—161p.

Available from—CASE Resources, Suite 400, 11 Dupont Circle, Washington, DC 20036-1207 (\$24.00 members; \$32.00 nonmembers).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Colleges, Design, Editing, Futures (of Society), Higher Education, *Layout (Publications), Office Management, Printing, *Production Techniques, *Publications, *School Publications, Technological Advancement, Universities, *Writing for Publication

Advice is provided for carrying out an effective college or university publications and periodicals program. Topics covered include: organizing the publications office; editing and writing techniques; art and design; using photos and photographers; and buying composition and printing. The handbook provides information on standards for designing and producing specific types of publications, including the university catalog, the annual report, recruiting materials, fund-raising publications, direct mail, handbooks, internal communications, newsletters, and special purpose publications. Two chapters cover the use of computers, interactive video, and other technological devices to increase the effectiveness of future publications development programs. Advice is also given on stretching the publication dollar and maintaining the quality of campus publications. Appended is a section advising the publications officer how to break into print and how to keep in style. (96 references) (LPT)

ED 331 439 HE 024 501
Steen, Sara J., Ed. Battle, Ed. Ed.

Academic Year Abroad, 1991-92: An IIE Guide to Study Abroad.

Institute of International Education, New York, N.Y.

Report No.—ISBN-87206-180-9

Pub Date—91

Note—450p.

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580 (\$31.95).

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Programs, College Students, Disabilities, *Educational Opportunities, Foreign Countries, Higher Education, *International Programs, Program Descriptions, Student Costs, *Study Abroad, *Travel

This directory provides information on 1,800 postsecondary study programs that take place in countries other than the United States during the academic year, ranging in length from 1 week to 1 year. An introductory section describes the organization of the listings, which provide program sponsor and name, location, dates, fields of study offered, credits, eligibility, instruction highlights, costs, housing, deadline, and contact. A chapter on planning for study abroad discusses: researching the options (language proficiency, geographic location, the third world, disabled students, and adult learners); educational choices; finances; travel and living (laws and customs, accommodations, passports, visas, vaccinations, medical insurance, other health concerns, and transportation); and programs administered by the Institute of International Education (IIE). Program listings are arranged within the following regions: worldwide; Africa; South of the Sahara; Asia and Oceania; Eastern Europe; Western Europe; Middle East and North Africa; and the Western Hemisphere. An appendix provide statistics on study abroad and five indexes provide access by sponsoring institutions, consortia, fields of study, special options, and cost ranges. (LPT)

ED 331 440 HE 024 502
Steen, Sara J., Ed. Battle, Ed. Ed.

Vacation Study Abroad, 1991: An IIE Guide to Study Abroad.

Institute of International Education, New York, N.Y.

Report No.—ISBN-87206-180-9; ISSN-1046-2104

Pub Date—91

Note—307p.

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580 (\$26.95).

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Programs, Disabilities, Educational Opportunities, Foreign Countries, Higher Education, *International Programs, Program Descriptions, Student Costs, Student Financial Aid, *Study Abroad, *Summer Programs, *Travel, *Vacation Programs

This directory provides information on summer higher education programs ranging from 1 week to several months, and on short courses of varying lengths in the fall, winter, and spring that take place in countries other than the United States. An introductory section describes the organization of the listings, which provide program sponsor and name, location, dates, fields of study, eligibility, credit, instruction, costs, housing, deadline, and contact information. A chapter on planning for study abroad discusses: researching the options (language proficiency, geographic location, the third world, disabled students, and adult learners); educational choices; finances; travel and living (laws and customs, accommodations, passports, visas, vaccinations, medical insurance, other health concerns, and transportation); and programs administered by the Institute of International Education (IIE). Program listings are arranged by the following regions: worldwide; Africa; South of the Sahara; Asia and Oceania; Eastern Europe; Western Europe; Middle East and North Africa; and the Western Hemisphere. Six indexes provide listings of sponsoring institutions, consortia, fields of study, special options, cost ranges, and duration. (LPT)

ED 331 441 HE 024 503
A Compilation of Federal Education Laws. Volume III—Higher Education. As Amended through December 31, 1990. Prepared for the Use of the Committee on Education and Labor, U.S. House of Representatives. One Hundred Second Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—Mar 91

Note—505p; Serial No. 102-E.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*American Indian Education, Black Colleges, College Libraries, Continuing Education, Cooperative Education, Economic Development, *Educational Legislation, Educationally Disadvantaged, Engineering Education, Facility Improvement, Federal Aid, *Federal Legislation, Financial Support, Graduate Study, *Higher Education, International Programs, Library Develop-

ment, Mathematics Education, Nontraditional Students, Program Descriptions, Science Education, *Student Financial Aid, Teacher Education, Undergraduate Study, Work Study Programs Identifiers—*Higher Education Act 1965, National Science Foundation

A compilation of 22 federal laws that pertain to higher education is presented. Sections cover general higher education programs; Native American higher education; the National Science Foundation; mathematics, science, and engineering; and assistance to specified institutions. The text of the Higher Education Act of 1965 makes up the bulk of the document, with its 15 titles addressing: postsecondary programs for nontraditional students; academic library and information technology enhancement; institutional aid; student assistance; educator recruitment, retention, and development; international education programs; construction, reconstruction, and renovation of academic facilities; cooperative education; graduate programs; postsecondary improvement programs; partnerships for economic development and urban community service; and others. Additional legislation includes the Navajo Community College Act; the Tribally Controlled Community College Assistance Act of 1978; the National Science Foundation Act of 1950; and the Excellence in Mathematics, Science, and Engineering Education Act of 1990. (LPT)

ED 331 442 HE 024 504
Stoecker, Judith L.

The Biglan Classification Revisited.
Pub Date—Apr 91

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, *Classification, Discriminant Analysis, Faculty Publishing, Financial Support, Higher Education, *Intellectual Disciplines, *Models, *Predictor Variables, Teacher Attitudes, Teacher Behavior, Teacher Role, Test Validity

Identifiers—*Biglan Model

This study replicated previous research that tested the validity of A. Biglan's classification scheme, a theoretical framework for empirically examining the differences among academic disciplines and classifying them according to three dimensions (hard-soft, pure-applied, life-nonlife). In addition, new data were used to attempt continued classification of disciplines not formerly classified by Biglan. Subjects were 1,188 faculty in research and doctoral granting institutions who responded to the 1984 Carnegie Faculty Survey. Ten predictor variables were selected in four core areas: (1) faculty time use; (2) scholarly output format; (3) research funding sources; and (4) faculty attitudes. Each variable was selected on the basis of its ability to differentiate among eight mutually exclusive Biglan academic discipline clusters (soft-pure-life, soft-pure-nonlife, soft-applied-life, soft-applied-nonlife, hard-pure-life, hard-pure-nonlife, hard-applied-life, and hard-applied-nonlife). Data were analyzed using discriminant analysis procedures. Findings supported the use of the Biglan classification system as a valid conceptual framework for the study of academic disciplines. The 10 predictor variables resulted in three significant dimensions consistent with the previously reported Biglan dimensions. The new classification of previously unclassified disciplines was achieved in nursing and dentistry, but variables did not adequately classify the disciplines of medicine, social work, art, music, business, drama, physical education, and law. It was concluded that the Biglan classification scheme provides a valid framework for the study of academic diversity within the higher education system. (13 references) (LPT)

ED 331 443 HE 024 505
Babey, Evelyn R.

Renovating Interior Office Space: What a Manager Needs To Consider.

Pub Date—5 Nov 90

Note—8p; Paper presented at the Annual Meeting of the Pacific Association of Collegiate Registrars and Admissions Officers (Portland, OR, November 5, 1990).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Design Requirements, *Facility Improvement, *Facility Planning, *Interior Design, Interior Space, *Offices (Facilities)

When planning an office renovation, a manager should design an office layout that is efficient and should consider the psychological aspects of office design, including sound level, color harmony, and lighting. The manager must also have a good understanding of all phases of the project plan and the timing involved. There are basically five phases to any renovation project: the program development phase; the interior planning and conceptual design phase; the design development phase; the preparation of drawings for interior construction; and site supervision, including monitoring schedules and budgets and coordinating all parties involved in the renovation process. The manager must carefully evaluate the functions of the office, the interactions unit, traffic patterns, levels of sound and lighting, electrical and telecommunications needs, harmonious color schemes, and the needs of staff; and combine them to create a comfortable and satisfying work environment as the budget allows. (Contains 11 references) (LPT)

ED 331 444 HE 024 506**Utilization of Residence Hall Facilities, Fall 1990, with Trends from Fall 1981.**

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—SUNY-9-91

Pub Date—Apr 91

Note—111p. For 1989 report, see ED 320 487. Available from—Office on Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Housing, *Dormitories, Facility Utilization Research, Higher Education, On Campus Students, Resident Assistants, Residential Colleges, School Space, *Space Utilization, State Universities

Identifiers—*State University of New York

Data are presented on the utilization of residence hall facilities at campuses of the State University of New York (excluding community colleges) for fall 1990, with summary data from fall 1981 through fall 1990. Part One offers seven tables on utilization of original design capacity of residence hall facilities; utilization by institution within institution type; utilization of net revenue-producing adjusted design capacity; student occupancy of net revenue-producing adjusted design capacity; revenue-producing "other" utilization and percent of revenue generated; utilization of net revenue-producing adjusted design capacity by rate; distribution of Resident Assistant bed rental waivers in residence hall facilities; and Resident Assistant bed rental waivers in residence hall facilities. Part Two provides trends data for fall 1981 through 1990, on: total utilization of net revenue-producing adjusted design capacity; percent utilization of net revenue-producing adjusted design capacity; trends in percent utilization for each institution; non-revenue assignments in residence hall facilities; revenue-producing utilization of residence halls for purposes other than resident student occupancy; and number of students per Resident Assistant. Part Three contains a publications list. A brief narrative summary and definitions are included. (LPT)

ED 331 445 HE 024 507**Peterson, David A. Wendt, Pamela F. Faculty Development for Gerontology Program Development. A Final Report.**

University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—Mar 91

Contract—90-AT-042701

Note—66p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, Course Descriptions, Course Objectives, Course Organization, *Curriculum Development, *Faculty Development, *Gerontology, Higher Education, *Instructional Development, *Models, Networks, Program Development, Universities

Identifiers—*University of Southern California

The University of Southern California's gerontology faculty development program sought to en-

hance gerontology programs by preparing two to three faculty members from each of several college campuses in Southern California to become core committees that would facilitate an organized sequence of gerontology instruction within their institutions. All the objectives pursued by the project were achieved. Faculty members developed their expertise in gerontology, created or modified courses with gerontology content, identified and developed community resources, and developed ongoing inter-institutional relationships with peers. The 12 participants who completed the program became able to influence policy within their communities, to provide local and state government officials with authoritative information about general aging issues and about ethnic and health issues specific to Southern California elderly, and to shape the type of personnel and delivery systems that can meet the particular needs of the community's elderly, through establishment of formal education programs. The model is transferable to other regions of the country. This final report outlines the project's objectives, rationale, and results and presents the model of gerontology faculty development. Appendices include course outlines, syllabi, schedules, reading lists, and assessment instruments used for the program. Two references. (LPT)

ED 331 446

Solomon, Kay Stanford

Impact of Older Students on Higher Education in the United States: 1945-1985.

Pub Date—[91]

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Adult Students, College Admission, College Programs, Colleges, Enrollment Trends, Higher Education, *Nontraditional Students, Student College Relationship, *Student Needs, *Student Personnel Services, Student Recruitment, Universities

This paper argues that colleges and universities recruit older students (age 25 and older) but are not responsive to them and their needs, which are different from those of traditional-aged students. Trends in enrollment of older students in higher education are noted, beginning in 1946 with the return of World War II veterans and the passage of the G.I. Bill. The paper also discusses: higher education's efforts to deal with the shrinking supply of 18- to 22-year-olds by finding new ways to increase or at least stabilize enrollments, using a corporate approach to direct their activities; adults' reasons for entering higher education; barriers encountered by adult students; and inappropriateness of some college programs and policies. Recommendations are offered for developing services for older students, such as creating an entry education center, an adult learner support center, and flexible course arrangements. The paper concludes that returning adult students should find caring, committed staff to help them through admissions, help them remain committed, and help them find what they want after they graduate. (Includes 18 references) (LPT)

ED 331 447**Legislative Priorities of the Commission, 1991. A****Report of the California Postsecondary Education Commission.**

California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-R-90-27

Pub Date—Dec 90

Note—13p. For the 1990 report, see ED 329 199. Available from—Publications Office of the Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Reports—General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, College Choice, College Preparation, *Educational Legislation, *Educational Planning, Equal Education, Higher Education, Instructional Improvement, Postsecondary Education, Public Relations, State Colleges, *State Legislation, State Universities, Transfer Policy, Undergraduate Study

Identifiers—*California

This report from the California Postsecondary Education Commission presents and explains six priorities, based on the Commission's current policies and recommendations, that will be used as guidelines for Commission staff who will work with the California Legislature and the Governor's Office during 1991. The priority issues to be emphasized by the Commission staff in their work with en-

legislators are as follows: (1) expanding information and outreach efforts to increase college preparation; (2) promoting educational equity; (3) enhancing the quality of undergraduate teaching; (4) encouraging student choices among alternative public, independent, and private postsecondary options; (5) strengthening the transfer process; and (6) supporting constitutional reforms to eliminate existing budget constraints. Contains 9 references. (GLR)

ED 331 448**Legislation Affecting Higher Education during the Second Year of the 1989-90 Session. A Staff Report of the California Postsecondary Education Commission.**

California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-R-90-26

Pub Date—Oct 90

Note—53p. For report on the first year of the 1989-90 session, see ED 330 243.

Available from—Publications Office of the Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Reports—General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Budgeting, College Preparation, *Educational Legislation, *Educational Planning, Government School Relationship, Higher Education, *Laws, Postsecondary Education, Private Colleges, State Colleges, *State Legislation, State Universities, Student Financial Aid, Teacher Education Programs, Undergraduate Study

Identifiers—*California

This staff report of the California Postsecondary Education Commission summarizes legislative activities that affected higher education during the second year of the Legislature's biennial 1989-90 session. The report is divided into three parts: part one presents highlights of higher education legislation during the year; part two describes all higher education legislation signed by the Governor; and part three identifies higher education bills vetoed by the Governor. Legislation highlights pertain to: student fee policy, amendments to the Donahoe Higher Education Act, the Commission itself, improvement of state oversight of private postsecondary education, and bonds for higher education facilities. The following areas of signed legislation are summarized: student fees and financial issues; public school issues (such as college preparation programs, adult education, and teacher training, certification, and employment); public postsecondary issues; and issues affecting private postsecondary institutions. Legislation that was vetoed by the Governor covered the areas of proposed new financial assistance programs, college preparation programs, student retention, and several legislative issues affecting both public and private postsecondary education institutions. An appendix lists the members of Legislative Policy and Fiscal Committees for Higher Education. Includes a legislative index. (GLR)

ED 331 449**Preliminary Draft Regulations For Chapter 3 of Part 59 of the Education Code.**

California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-R-90-31

Pub Date—Dec 90

Note—58p. Prepared by the California Postsecondary Education Commission for consideration by the Council for Private Postsecondary and Vocational Education. For a related document, see HE 024 515.

Available from—Publications Office of the Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Reports—General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Legislation, Educational Planning, *Government School Relationship, Higher Education, *Laws, Postsecondary Education, Private Colleges, State Colleges, *State Legislation, *State Standards, State Universities, Student Financial Aid

Identifiers—*California, Council Private Postsecondary Vocational Educ CA, *State Regulation

This report from the California Postsecondary Education Commission offers a preliminary draft of Private Postsecondary Education Regulations to implement Chapter 3 of Part 59 of the Education Code. It is presented for consideration and possible

adoption by California's new Council for Private Postsecondary and Vocational Education. As of January 1, 1991, the Council will assume from the Private Postsecondary Education Division of the Department of Education the responsibility for regulating private vocational schools and degree-granting colleges and universities in the State. Chapter one of the report presents Article 1 of the regulations pertaining to council administration and procedures. Chapter two includes the Articles that deal with degree-granting for private postsecondary educational institutions. The third chapter contains Articles that address the provisions applicable to private postsecondary vocational education institutions. Chapter four presents Articles that address provisions applicable to all approved postsecondary institutions. The fifth chapter contains information on agents and agencies, and the sixth chapter provides Articles that address the student tuition recovery fund. (GLR)

ED 331 450 HE 024 515
Statement of Reasons for Preliminary Draft Regulations for Chapter 3 Part 59 of the Education Code.

California State Postsecondary Education Commission, Sacramento.
 Report No.—CPEC-R-90-32
 Pub Date—Dec 90
 Note—59p.; For a related document, see HE 024 514.

Available from—Publications Office of the Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Definitions, *Educational Legislation, *Educational Planning, *Government School Relationship, Higher Education, Laws, Postsecondary Education, Private Colleges, State Colleges, *State Legislation, *State Standards, State Universities

Identifiers—*California, *State Regulation
 This report from the California Postsecondary Education Commission presents the chief rationale for each of the proposed regulations concerning degree-granting private postsecondary institutions in California under Chapter 3 Part 59 of the Education Code. It is submitted for consideration by California's new Council for Private Postsecondary and Vocational Education. The statement reflects the Commission's expertise gained from over 140 site visits in the past five years to unaccredited degree-granting institutions in California and represents a response to questions broached to the Commission during the process of drafting the regulations. Twenty-eight regulations are presented and defined, as well as the factual information the Commission used in establishing their responses. (GLR)

ED 331 451 HE 024 516
Mentoring in Higher Education.

Valadez, James R. Duran, Richard P.
 Pub Date—91
 Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Case Studies, Graduate Study, *Helping Relationship, Higher Education, Interpersonal Relationship, *Mentors, *Professional Development, Research Skills, Significant Others, *Student Improvement, Student Research, *Teacher Student Relationship, Undergraduate Study

This paper describes a research project that examined the impact a mentoring program had on college faculty and students. The program was designed to provide a collaborative research experience for faculty, graduate students, and undergraduate students. The goals of the program were to assist graduate students in establishing mentoring relationships with faculty, develop their research skills, and help them to select research topics for their doctoral dissertations. The program was intended to give undergraduates exposure to research, provide them with an inside view of life as a graduate student, and develop their aspirations for research careers. A case study method was used for examining the processes involved in mentoring relationships. Twenty-two mentorship teams were studied involving a total of 22 faculty, 25 graduate students, and 38 undergraduates. By examining the major themes that emerged from the data (commitment and team-

work, faculty participation, hands-on research, structure, and consistency), it was determined that the research mentorships were providing an effective method for developing students, including minority students, into research scholars. Close interaction with faculty was viewed as an effective way to teach students the skills necessary for research. Contains 19 references. (GLR)

ED 331 452 HE 024 517
Oversight Hearing on TRIO Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, 101st Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
 Pub Date—20 Jun 90
 Note—146p.; Serial No. 101-122.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
 Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC06 Plus Postage.
 Descriptors—*Disadvantaged Youth, Financial Support, Government Role, Hearings, Higher Education, High Schools, High School Students, *Individual Development, Low Income Groups, Minority Group Children, *Program Effectiveness, *Student Development, *Transitional Programs

Identifiers—*TRIO Programs
 This report provides a transcription of the speeches and written statements presented at an oversight hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor concerning two TRIO Programs: Talent Search, and Upward Bound. TRIO programs are designed to help students overcome class, social, and cultural barriers to higher education. Talent Search is an early intervention program to help high school students better prepare for college. Upward Bound is a college-based program of rigorous academic instruction, individual counseling, and tutoring for low-income high school students. Speakers before the subcommittee were: Joseph Bell, Director, Upward Bound and Student Support Services, Howard University, District of Columbia; A. Bradley Mims, Deputy Staff Director, Subcommittee on Postal Personnel and Modernization, District of Columbia; Theresa Micheletti, University of Montana, Upward Bound Program, Missoula, Montana; Karen Yvette Samuels, Girls Club of Memphis, Talent Search, Memphis, Tennessee; and Mike Rodriguez, California Polytechnic State University, Upward Bound Program, San Luis Obispo, California. Additional contributions of prepared statements, letters, and supplemental materials presented at the hearing and contained in the report are from the National Council of Educational Opportunity Associations; and E. Thomas Coleman, a Representative in Congress from the State of Missouri. (GLR)

ED 331 453 HE 024 518
Seedorf, Rita G.
The Transition of the University Department Chair: What Must Be Left Behind?
 Pub Date—Apr 91
 Note—36p.; Paper presented at the Annual Convention of the American Educational Research Association (Chicago, IL, April 1991).
 Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Administrators, *Career Change, College Administration, College Faculty, *Department Heads, Family Life, Higher Education, Role Perception, *Teacher Attitudes, *Teacher Promotion, *Time Management, *Vocational Adjustment
 This paper presents a study that examined the "encounter" stage (adaptation to the new role) of a faculty member who is promoted to Department Chair. The quantitative study consisted of a national survey of 808 Department Chairs from 101 universities categorized as Research I and II and Doctorate granting I and II by the Carnegie Council. Respondents were asked about job satisfaction, their personal adjustment to the new role, and personal and professional time allocations affected by the new role. Among the findings were the following: (1) 88% indicated that they had less time for research and writing and were forced to find time in order to save their place in the academic world; (2) 82% of all Chairs indicated that being chairperson

reduced the time available for keeping current in their academic fields: (3) 78% claimed less time for teaching after the transition; (4) some Chairs pushed research into their personal time (weekends or time at home after work); and (5) 77% of Chairs indicated that they had less time for leisure. Implications of these findings are discussed. An appendix contains the survey document. Contains 13 figures and 17 references. (GLR)

ED 331 454 HE 024 519
Drowatzky, John N.

Legal Issues Regarding Curriculum: What Administrators Need to Know about Curriculum and Its Delivery.

Pub Date—3 Apr 91
 Note—19p.
 Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*College Administration, College Students, *Contracts, Court Litigation, Disabilities, Discipline, Educational Malpractice, Higher Education, Institutional Role, *Legal Problems, *Legal Responsibility, Program Termination, *Student College Relationship, *Student Rights

This paper focuses upon a variety of curriculum related issues that have potential legal connotations, such as whether the college bulletin forms a contract, whether advertisements can be considered contracts, and determining the appropriateness of student discipline for academic and other reasons. Presented first is a brief overview of contract law and an explanation about express contracts. Discussions that follow the overview cover the following topics: (1) implied promise or quasi-contract; (2) termination of programs; (3) discipline and expulsion; (4) educational malpractice; and (5) provisions for handicapped individuals. It is noted that the courts will use contract law in the resolution of student-university issues when it is appropriate. Further, courts have continually stated that the administration of educational programs and activities belongs in the hands of the educators and, so long as any abuse of educational rules and regulations is absent, the courts will defer to the educators. Students, on the other hand, must be able to meet all the requirements of the programs that they wish to enter; this includes both academic and non-academic requirements. Contains 23 references. (GLR)

ED 331 455 HE 024 520
Bunda, Mary Anne

Multiple Roles for Faculty as Scholars about Teaching.

Pub Date—20 Mar 90
 Note—22p.
 Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Classroom Communication, Classroom Techniques, College Faculty, Course Content, *Course Organization, *Curriculum Design, Higher Education, Instructional Materials, Mentors, *Role Perception, Teacher Effectiveness, *Teacher Responsibility, *Teaching Skills

This paper discusses seven ways in which college faculty can become actively engaged in scholarship about teaching. The seven principle components of teaching are as follows: (1) subject matter expertise; (2) organized presentation of subject matter; (3) concern for curricular relevance and coherence; (4) informing the curricular change process; (5) developing curricular support materials; (6) mentoring students; and (7) collegial relationships with other faculty. The first two components relate primarily to areas of classroom performance, whereas the last five involve those activities which are also related to teaching but not necessarily to classroom performance. The paper presents, in support of its position, a list of the aspects of teaching which are evaluated at the University of California, Berkeley, for faculty advancement and promotion. Also provided are some guiding questions that capitalize on the subject matter expertise of faculty concerning course materials and grading, as well as a list of questions that can be used in observing classroom behaviors. Contains 5 references. (GLR)

ED 331 456 HE 024 521
Albert, Louis S.

The Partnership Terrain.
 Pub Date—Apr 91
 Note—4p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Wash-

110 Document Resumes

ington, DC 20036-1110.
Journal Cit—AAHE Bulletin; v43 n8 p25-27 Apr 1991

Pub Type—Journal Articles (080) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Cooperative Programs, *Educational Cooperation, Educational Planning, Elementary Schools, Elementary Secondary Education, Higher Education, *Institutional Cooperation, Secondary Schools, *Shared Resources and Services, Trend Analysis

This article describes the trends and the future prospects of partnership arrangements among colleges, universities, and schools. A 1989 survey of 1,286 public and private colleges and universities revealed the following: (1) partnership arrangements are being made by colleges and universities with senior high, middle, and elementary schools; (2) partnerships are formed for various reasons; (3) partnerships tend to focus on developing mathematics, science, and writing skills; and (4) partnership programs were found to have increased in sophistication and quality from those examined in 1987. Additionally, it was revealed that partnership programs served the following four purposes: developing programs and services for students; developing programs and services for educators; coordinating, developing, and assessing the curriculum and instruction; and developing programs to mobilize, direct, and promote the sharing of educational resources. Partnership programs have also expanded from local involvement to regional, state, and national levels. It is believed that members of the education profession have begun viewing themselves as part of a single system of education stretching from kindergarten through graduate school, and that this professional transformation is the most important contributor to the partnership movement. (GLR)

ED 331 457 HE 024 522
Powers, Mary G.

Marketing and Recruitment for Graduate Programs.

Pub Date—Dec 90

Note—7p.

Journal Cit—Council of Graduate Schools Communicator; v24 n3.4 p1.5,9,10-11 Mar-Apr 1991

Pub Type—Information Analyses (070)—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission (School), Advertising, College Choice, Enrollment, Foreign Students, *Graduate Study, Higher Education, *Marketing, Student Attitudes, *Student Recruitment, Trend Analysis

This article addresses the problem of (1) maintaining the size and quality of the overall graduate school, and (2) maintaining a "critical mass" of students enrolled in programs where there is an indication of a future demand, but where there has been a decline. University marketing techniques have not generally focused on graduate student recruitment, but recent economic and demographic changes showing a shrinking undergraduate enrollment could impact the graduate enrollment. Also problematic is a more diverse college student population that views graduate programs in the arts and sciences with less interest. Marketing techniques have included institutional research on applicant pools, on students who were admitted, and on the various sources of students, as well as the employment of some advertising and trend analysis. Marketing is used less than other recruitment techniques because the expertise is somewhat foreign to the graduate and to the associate dean. The number of non-U.S. graduate students is growing and will continue. Graduate deans should be aware of the importance of the non-U.S. graduate student population and become familiar with the statistics in this area. (GLR)

ED 331 458 HE 024 523
Sherman, Mary Antonette Brown

The African University and the Challenge of Endogenous Development in Africa.

Pub Date—4 Nov 89

Note—13p; Paper presented at the Annual Meeting of the African Studies Association (32nd, Atlanta, GA, November 4, 1989).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, Developing Nations, Finan-

cial Problems, Foreign Countries, *Government School Relationship, Higher Education, Industrialization, *Institutional Role, International Relations, Modernization, Nationalism, *Problem Solving, Responsibility, *School Role, Social Problems, Universities

Identifiers—*Africa

This paper addresses the need of institutions located within Africa, particularly institutions of higher education, to fulfill the task of generating and applying knowledge relevant to solving the economic, food, and health problems that plague the continent. The paper examines the nature of African universities and the historical context in which they have developed including the fervor of nationalism, the efforts of industrialization, and the rising expectations of the continent's people. Next, an outline is provided of the obstacles facing these institutions. Among the obstacles discussed are: (1) the volatile political situation on the continent; (2) the global negative impact from nations of the North; and (3) the underfunding of the universities. Finally, the paper highlights what are considered the main challenges and the prospects that are offered in trying to meet these challenges. Contains 4 references. (GLR)

ED 331 459 HE 024 524
State Budget Priorities of the Commission, 1991. A

Report of the California Postsecondary Education Commission.

California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-R-90-28

Pub Date—Dec 90

Note—13p; For the 1990 report, see ED 330 237.

Available from—Publications Office of the Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Educational Facilities, *Educational Finance, *Educational Planning, Equal Education, Higher Education, Postsecondary Education, State Aid, State Colleges, State Universities, Student Financial Aid, Undergraduate Study

Identifiers—*California

This report from the California State Postsecondary Commission reviews the difficulties associated with adoption of the current 1990-91 budget and uses this review as a basis for its recommended four priorities for the upcoming budget. The four priorities discussed are the following: (1) maintain the Master Plan's commitment to access and quality in postsecondary education; (2) continue intersegmental programs that promote educational equity; (3) make progress in achieving the State's policy goals for increasing financial assistance to low-income students; and (4) implement new space and utilization standards for California's public higher education facilities. Contains 8 references. (GLR)

ED 331 460 HE 024 525
College-Going Rates: Fall 1988 Update. The

Twelfth in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools.

California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-R-89-24

Pub Date—Sep 89

Note—87p.

Available from—Publications Office of the Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Bound Students, Comparative Analysis, *Enrollment Trends, Ethnic Groups, Females, Higher Education, *High School Graduates, Males, Minority Groups, Statistical Analysis, Statistical Data, Trend Analysis

Identifiers—California Community Colleges, California State University, University of California

This report from the California State Postsecondary Education Commission updates California college-going statistics for recent graduates of the state's public and private high schools through fall 1988. Rates are shown for the University of California, the California State University, the California Community Colleges, and independent California colleges and universities by sex and ethnicity and by county of origin of the student. Part one discusses

the context for analyses of college-going rates and presents an overview of the findings. Part two provides statewide statistics. Part three describes the college-going rates of ethnic minorities. Part four compares the rates of men and women, both generally and by ethnic group. Part five analyzes county differences in rates and illustrates these differences with examples of selected counties. Finally, two appendices provide county-by-county and statewide data on trends and major ethnic groups. Contains a 13-item bibliography. (GLR)

ED 331 461 HE 024 526
Calculation of Base Factors for Comparison Institutions and Study Survey Instruments. A Second

Report.

California State Postsecondary Education Commission, Sacramento; MGT Consultants, Inc., Sacramento, CA.

Report No.—CPEC-R-90-5

Pub Date—Jan 90

Note—206p; For report cited in abstract, see ED 330 250.

Available from—Publications Office of the Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Classrooms, College Buildings, Community Colleges, *Educational Facilities, Educational Facilities Planning, Evaluation Methods, Higher Education, *Laboratories, Research Universities, *School Space, *Space Utilization, State Universities, Statistical Data

Identifiers—*California

This report prepared for the California State Postsecondary Education Commission concerns base factor calculations for comparison institutions and study survey instruments. The report is divided into three sections. The first section, which comprises most of the volume, presents documentation for the calculation of space factors used in the report, "Survey of Space and Utilization Standards and Guidelines in the Fifty States." It provides 173 prototypes for classrooms and teaching laboratories, classified by student level, for the research university system, state university system, and community college system. The second section includes a blank copy of the telephone survey instrument used to gather preliminary information from all states about their use of space standards/guidelines and their capital facilities budgeting process. Blank copies of the data collection and opinion surveys used in the site visits are presented in the third section. (GLR)

IR

ED 331 462 IR 012 374
Senese, Donald J.

[A Collection of Papers Concerning Technology and Education. Presented at Various Sites between January 17, 1983 and April 6, 1983].

Pub Date—83

Note—79p.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Basic Skills, *Computer Assisted Instruction, Computer Literacy, Data Processing, Educational Quality, *Educational Technology, Elementary Secondary Education, *Federal Programs, Instructional Effectiveness, *Microcomputers, Research Projects, Special Education, Vocational Education

Identifiers—National Diffusion Network

Central to this collection of nine papers is the unifying theme of excellence and quality in the American educational system with emphasis on the role of educational technology. Although each paper addresses a different audience, the content of each is similar with respect to the U.S. Department of Education's role in providing funds for such projects as: (1) a research conference on computers in education; (2) an occupational education program in high technology for secondary youth; (3) computer-assisted instruction (CAI) programs for basic skills instruction and teaching secondary math in grades 9 through 12; (4) utilizing data processing systems in developing instructional and management programs; (5) Project QUILL, which uses microcomputer software to teach writing in grades 3 through 6; (6) a project using computer-assisted in-

struction to teach math and reading in the elementary grades and special education; (7) using technology in vocational training; (8) teacher training in computer literacy; (9) the Network Lighthouse project, which designates model programs in schools which use technology to achieve quality math/reading programs; and (10) Project BEST which uses telecommunications to share information among and between the states. Also discussed are the decline of education in the past two decades; criteria and means by which the government selects outstanding public schools at the secondary level; the role of the National Diffusion Network in disseminating model educational programs to local schools; and the need for other nations to share information and ideas in the field of education. (DJR)

ED 331 463 IR 013 638

Report of the Ethics Committee: Professional Ethics in Educational Communications and Technology Departments.

National Society of Performance and Instruction, Chicago, IL. Chicago Chapter.

Pub Date—85

Note—34p.

Journal Cit—Chicago P&I (Performance and Instruction); v7 n2 Spr 1988

Pub Type—Collected Works - Serials (022) —

Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delphi Technique, *Educational Technology, *Ethics, Information Technology, Job Training, *Performance, Policy, Professional Associations, Social Influences, Staff Development, *Trainers, Values

Identifiers—*Association for Educational Communications Tech., *National Society for Performance and Instruction

This journal issue focuses on the professional ethics of performance technologists. A brief statement on the focus of the issue by Michael P. Monar is followed by: (1) "Musings," which points out that having a code of ethics is nice, but it doesn't cause people to act ethically (Odin Westgaard); (2) "Report of the Ethics Committee," an in-depth Delphi study of professional ethics for performance professionals (International Board of Standards for Training, Performance, and Instruction or IBSTPI); (3) a letter written in response to the IBSTPI ethics statement (Barbara Dennis); (4) "Professional Ethics in Educational Communications and Technology," which includes comments on the report of the ethics committee of the IBSTPI and a copy of the current Association for Educational Communications and Technology (AECT) code of professional ethics (Paul Welliver, Randall Nichols, and Barbara Martin); and (5) "Interface: Preparing Professionals III," which is a continuation of a previous column on internships in the profession (Rhonda Robinson and James Lockard). (CGD)

ED 331 464 IR 013 761

Caldwell, Eveline M.
The Use of an Expert System in Human Resource Management.

Pub Date—Dec 88

Note—9p.; Paper presented at the Biennial Convention of South East Asia Regional Computer Confederation (7th, New Delhi, India, November 28-December 1, 1988). In "Modern Trends in Information Technology" P.V.S. Rao and P. Sadasanandov, editors, Tata McGraw-Hill Publishing Company, Ltd., p. 85-92.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Software Evaluation, Evaluation, *Expert Systems, *Holistic Approach, Microcomputers, *Personnel Data, *Personnel Management, *Skill Analysis, *Skill Development, Task Analysis

The complexity of the optimization algorithm for staff utilization in any medium to large organization can cause major problems in meeting schedules while still keeping all of the work force in full employment, working at a level appropriate to their experience, and also giving staff an opportunity to develop new skills and experiences that will both enrich the company and also significantly contribute to the individual's job satisfaction. A prototype expert system has been developed which provides advice both on the staff suitable for a particular task and the nature of tasks suitable for a particular member of staff, while taking a holistic view of the work the organization seeks to undertake within a

given time frame. The resources to be allocated were based on those of an academic computing department modelling the current staffing, teaching, and research commitments. The prototype running on an IBM PC XT was successful in achieving its original aim of ameliorating the difficulties encountered in human resource allocation in a real life situation. The major difficulties encountered were in the area of knowledge engineering and fact finding rather than design and implementation, although a production system would require a faster machine if it were to produce results in an acceptable response time. (2 figures and 10 references) (Author/EW)

ED 331 465 IR 013 791

Collins, Allan
Cognitive Apprenticeship and Instructional Technology. Technical Report.

BBN Labs, Inc., Cambridge, MA.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—BBN-R-6899

Pub Date—Jan 88

Contract—N00014-85-C-0026

Note—34p.; For a related report, see IR 013 792.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Computer Assisted Instruction, *Educational Environment, *Educational Technology, Models, Problem Solving, *Teaching Methods, Tutoring

Identifiers—*Cognitive Apprenticeships, *Situational Learning

In earlier times, practically everything was taught by apprenticeships. Schools are a recent invention that use many fewer teaching resources, but the computer enables us to go back to the resource-intensive mode of education, in a form called cognitive apprenticeship. This involves the use of modeling, coaching, reflecting on performance, and articulation methods of traditional apprenticeships, but with an emphasis on cognitive rather than physical skills. In the situated learning approach, knowledge and skills are taught in contexts that reflect how the knowledge will be used in real life situations. Technology thus enables us to realize apprenticeship learning environments that were either not possible or not cost effective before. (3 figures, 31 references) (EW)

ED 331 466 IR 014 003

NERIS: An Introduction. NERIS Videotex Search Guide.

National Educational Resources Information Service, Woburn (England).

Spons Agency—Department of Trade and Industry, London (England).

Pub Date—88

Note—64p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, *Databases, Foreign Countries, Higher Education, *Information Retrieval, *Information Services, *Instructional Materials, *Online Searching

Identifiers—*National Educational Resources Information Service, *Open University (Great Britain), United Kingdom

NERIS (National Educational Resources Information Service) is a database service that uses a computer at the Open University to provide curriculum information and learning materials to educational users throughout the United Kingdom. Two handbooks on the NERIS system are included in this document. "NERIS: An Introduction" provides an overview of the system, including information on the kinds of materials in the database, hardware requirements, accessing the system, and future levels of development, including enhancements that will enable users to conduct more specific searches. Appendixes provide a list of NERIS publications (including an information disk, tutorial software, and a user handbook) and a glossary. "NERIS Videotex Search Guide" provides an extended introduction to the system and illustrated guidelines for conducting both basic and extended searches, saving and downloading records, interacting with the system, disconnecting from the database, and using saved NERIS records. (GL)

ED 331 467 IR 014 150

Bates, A. W.

Delivery and New Technology. Paper No. 277.

Pub Date—28 Mar 88

Note—17p.; Chapter from the NEC 25th Anniversary Book, "Open Learning in Transition: An Agenda for Action, Part 3: Methods."

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Cost Effectiveness, Diffusion (Communication), *Distance Education, *Educational Technology, *Media Selection, *Open Education, Organizational Climate, Postsecondary Education

The past 15 years have brought about the large-scale and effective introduction of open learning and distance teaching methods. During the same time period a rapid increase has occurred in the technologies available to educators and trainers. The increase in available technologies has led to the problem of choice. What media should be used for open learning? The importance of the context in which the media will be used is underscored, and a set of factors to consider in selecting media is outlined: (1) access (involving where and when learners will learn); (2) costs (capital, recurrent, production, delivery, fixed, and variable costs); (3) teaching functions of the media (different media represent different kinds of information) and the extent to which they promote active learning; and (4) organizational issues (the nature of the technological structure already in place, the public image of the company or institution, the existing organization of the training department, and the degree to which high-level officials of the adopting system provide their support). (13 references) (GL)

ED 331 468 IR 014 646

Yoder, Sharon Moursund, David
Introduction to LogoWriter and Problem Solving for Educators.

International Society for Technology in Education, Eugene, OR.

Report No.—ISBN-0-924667-72-9

Pub Date—90

Note—113p.

Available from—International Society for Technology in Education, 1787 Agate Street, Eugene, OR 97403-9905.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *Inservice Teacher Education, Microcomputers, Postsecondary Education, *Preservice Teacher Education, *Problem Solving, *Programming, Programming Languages, Word Processing

Identifiers—*LOGO Programming Language

This book about Logo programming and problem solving is designed to introduce preservice and inservice teachers to problem solving in a Logo programming environment. Such a unit of study can be an important part of an introductory computers in education course for educators. Although LogoWriter—a version of Logo—was developed by Logo Computer Systems, Inc., primarily for use on the Apple II, MS DOS (IBM compatible), and Commodore microcomputers, no specific computer hardware or version of Logo is required to use the ideas presented in this book. The following topics are discussed: (1) getting started with Logowriter; (2) using REPEAT and turtle move mode; (3) color and RANDOM, shapes and STAMP, FILL and SHADE; (4) mixing text and graphics; (5) writing procedures and more than one procedure; (6) designing programs; and (7) music. Appendixes include a description of Logowriter keys, keyboard stickers, and a list of quick word references. (34 references) (DB)

ED 331 469 IR 014 775

Ely, Donald P.

The Diffusion and Implementation of Educational Technology in Developing Nations: Cross-Cultural Comparisons of Indonesia, Chile and Peru.

Pub Date—Nov 90

Note—86p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adoption (Ideas), Change Agents, *Cross Cultural Studies, *Developing Nations, *Diffusion (Communication), Educational Change, *Educational Innovation, *Educational Technology, Elementary Secondary Education,

Foreign Countries, Higher Education, Questionnaires, Surveys

This report documents the observations and findings of a research study which was conducted in Indonesia, Chile, and Peru between January and June 1989 to discover the status of educational technology in primarily formal education settings in each country. The five stated objects of the study were: (1) to determine the extent of educational technology in each country; (2) to identify the networks, if any, through which concepts of educational media and technology have been disseminated; (3) to determine reasons for the acceptance and rejection of educational technology; (4) to test a series of hypotheses pertaining to the adoption and implementation of educational innovations; and (5) to make cross-cultural comparisons of all previous objectives to determine the extent to which each element is evident in the cultures being studied. The conceptual framework and methodology are set forth in the introductory chapter, which is followed by separate chapters devoted to each country. The final chapter summarizes the study, makes cross-cultural comparisons, and draws conclusions about the hypotheses. Both English and Spanish versions of the questionnaires used in Chile and Peru are included. (16 references) (DB)

ED 331 470 IR 014 892

Archival Administration in the Electronic Information Age: An Advanced Institute for Government Archivists (Pittsburgh, Pennsylvania, June 3-15, 1990).

National Association of Government Archives and Records Administrators, Albany, NY.; Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date—Jun 90

Note—46p.

Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Archives, Data Processing, Federal State Relationship, *Information Management, Information Storage, *Information Systems, Information Technology, Long Range Planning, State Programs, Statewide Planning

This is a report on the second and final phase of an institute which was designed to provide intensive instruction for the chief administrative officials of state archival agencies on the characteristics of and projected future changes in modern information systems, and to introduce them to management tools needed for operating in this new environment. Summaries of the following presentations and discussions are included: (1) a review of past and present goals and objectives (Edwin Bridges, Alabama State Archivist and chairman of the National Association of Government Archives and Records Administrators (NAGARA) Committee on Professional Development); (2) a discussion on the nature of information resources management (Sharon Caudle of the Syracuse University School of Information Studies); (3) a forum on state and federal information policies (chaired by Toni Carbo Bearman, University of Pittsburgh, School of Library and Information Science); (4) a review of state archives planning efforts (John E. Prescott, Joseph M. Katz Graduate School of Business, University of Pittsburgh); (5) a presentation on the methodologies and principles of systems design (Ken Sochats, Department of Information Science, University of Pittsburgh); (6) a forum on archival appraisal and electronic records; and (7) a discussion on future activities of state archivists and continuation of the Institute. Appendices include recommendations of the NAGARA Institute on electronic records; state archives statements about the Institute and future initiatives; a report produced by the state government issues working group; an outline of issues of national concern; and an evaluation of the Institute. (DB)

ED 331 471 IR 014 952

Babcock, Gifford M.

Computer Course Articulation among High Schools and Colleges and Universities in the State of Arizona.

Pub Date—Jun 90

Note—46p.; M.S. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Bound Students, *College

School Cooperation, *Computer Literacy, Computer Science Education, *Curriculum Development, Higher Education, High Schools, Microcomputers, Programming Languages, School Districts, State Surveys

The purpose of this study was to determine the extent of communication between Arizona's secondary schools and postsecondary institutions concerning computer education and computer literacy. A document analysis of college catalogs and a survey of 70 school districts determined the extent of advanced placement courses, computer education services, availability of hardware and software, and computer literacy course offerings (core or elective) available between and among Arizona secondary and postsecondary institutions. It is noted that communication between colleges and high schools could result in the development of new computer education curricula, including classes in programming languages, word processing, data processing, and other literacy courses, that would better prepare high school students for college as well as remove some of the pressure on colleges currently faced with overenrollment in introductory computer courses. Individual chapters report on the purpose of the study, research strategy, method, results, and recommendations. The cover letter, questionnaire, and a list of college course offerings are appended. (26 references) (DB)

ED 331 472 IR 014 953

Wedemeyer, Dan J., Ed. Lofstrom, Mark D., Ed.

Accessing the Global Network: Weaving Technology and Trade in the Pacific. Proceedings of the Annual Conference of the Pacific Telecommunications Council (13th, Honolulu, Hawaii, January 13-16, 1991).

Pacific Telecommunications Council, Honolulu, HI. Pub Date—Jan 91

Note—913p.; For the proceedings of the 1990 conference, see ED 320 566. Some papers contain light and/or small type and may not reproduce well.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF06/PC37 Plus Postage.

Descriptors—*Communications Satellites, Delivery Systems, Developing Nations, *Distance Education, Foreign Countries, *Global Approach, Higher Education, Information Management, *Information Networks, International Organizations, International Trade, *Telecommunications Identifiers—Broadband Cable Teleservices, Pacific Region

The 1991 conference focused on a broad range of issues and impacts and was designed to promote discussion on the ways in which telecommunications are currently used in Pacific rim business and industry. These proceedings contain more than 150 papers presented during sessions addressing the following topics: major issues in world communications, a global approach to communications, information networks in the Pacific rim, Pacific communications satellite proposals and developments, broadband public communication, distance education technology and techniques, computer mediated delivery systems, rural and remote applications of telecommunications, and international telecommunications cooperation. Most of the papers include references. A subject index is provided. (DB)

ED 331 473 IR 014 955

Technology Applications in Basic Skills (TABS).

Report of Findings—1985. Second Year Summary.

Merrimack Education Center, Chelmsford, Mass. Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. Center for Libraries and Education Improvement.

Pub Date—Jan 86

Note—15p.; For the Year-1 Report and its Executive Summary, see ED 263 871-872.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Basic Skills, *Computer Assisted Instruction, Curriculum Development, Curriculum Evaluation, Educational Technology, Federal Programs, *Instructional Improvement, Instructional Innovation, Intermediate Grades, Junior High Schools, Microcomputers, Program Evaluation

This summary presents information on the design rationale, project coordination, and findings of the Technology Applications in Basic Skills project (TABS), which was administered by the Merrimack Education Center and designed to implement pro-

grams that use the computer and related technologies to increase student competencies in the basic skills areas of writing, problem solving, and research/study skills in grades 6 through 8. The issues presented in this report include: (1) goals of the project; (2) the major milestones passed, including accomplishment of student performance objectives and curriculum development; (3) other accomplishments such as an increase in academic achievement, successful integration of computers and other instructional innovations into the classroom, and an increase in computer literacy; (4) considerations for policy, particularly curriculum development and evaluation; (5) benefits of the project; (6) replication activities; and (7) adoption costs. (DB)

ED 331 474 IR 014 956

Perriault, Jacques

Charting the Courses of Distance Education in a Wider Europe.

Council of Europe, Strasbourg (France).

Report No.—CDCC-(90)-12

Pub Date—May 90

Note—34p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Communications Satellites, Continuing Education, *Distance Education, *Foreign Countries, Higher Education, Independent Study, *International Organizations, *Job Training, Media Selection, Policy Formation

Identifiers—*Europe

This report presents an overview of the distance education systems currently operating in Europe. The first chapter discusses the factors influencing growth of job training requirements in Western Europe. The qualitative trend in training requirements is discussed in chapter two, particularly new consumer habits. The role of the media in self-instruction and independent study is examined in chapter three, as well as the effect of media on institutions and mass media selection in education and industry. Chapter four outlines a new comprehensive infrastructure for Europe that includes regional resource and grouping centers, communications satellites for training, data networks, and international organizations. Chapter five discusses distance education in Europe, new technical systems, and the development of legislation and regulations. Finally, the Council of Europe policies are described for the areas of study, research and training, organization and information, regulation, and policy requirements. It is concluded that a new organization of distribution systems and information networks for European distance education must be clarified if the changing dimensions of training needs and continuing education are to be accommodated. (34 references) (DB)

ED 331 475 IR 014 957

Mann, John G.

Literacy Today: A Realtime Technology Transformation.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—[89]

Note—15p.

Pub Type—Book/Product Reviews (072)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Basic Skills, *Computer Assisted Instruction, Courseware, Dropouts, Elementary Secondary Education, Independent Study, *Interactive Video, *Literacy, Literacy Education, *Microcomputers, Multimedia Instruction, Videotape Recordings

Identifiers—Writing to Read

Computer assisted instruction programs for adult literacy are becoming more prevalent in learning centers, community organizations, and in schools across the country. Computers are also being used to curb illiteracy at the source, in elementary and secondary schools, in an effort to reduce dropout rates. Two IBM (International Business Machines) literacy software programs have been particularly successful in providing literacy education for both children and adults. The "Writing to Read" program is designed to teach the basic skills of reading and writing to kindergartners and first graders, and the "Principle of the Alphabet Literacy System" (PALS) interactive videodisc program is aimed at functionally illiterate adolescents and adults. Both programs are phonetically based and offer multiple-

dia instructional experiences through the use of computer graphics and programmed audio instruction. A Spanish language version of "Writing to Read" called VALE (Voy A Leer Escribiendo), has proven equally effective in teaching Hispanic children how to read and write in their native language. Students are engaged in independent study and proceed as quickly as their understanding allows. Effective computer software can restore the excitement of learning as well as upgrade the work force through literacy training. (13 references) (DB)

ED 331 476 IR 014 958

Continuing Nursing Education in Computer Technology: A Regional Experience.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Public Health Service (DHHS), Rockville, Md. Div. of Nursing.

Pub Date—90

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, Computer Software, Information Networks, Microcomputers, *Nursing Education, Postsecondary Education, Professional Continuing Education, *Program Evaluation, Student Attitudes, Surveys, Teacher Workshops, *Use Studies

This report provides a summary of the activities of the Continuing Nursing Education in Computer Technology project conducted by the Southern Regional Education Board (SREB) in response to changes created by microcomputer use in health care. In addition to a discussion of the workshops offered to nurse educators, an outline of project outcomes is provided which includes the establishment of a computer software inventory, a professional directory, and regional and local information networks. The statistical results of the 1990 survey of computer use in SREB states are also presented, along with a statement on student attitudes toward computer assisted instruction and a discussion of project evaluation. Recommendations for future regional activities are noted. The appendices contain master plans for teacher workshops, implementation activities, a software evaluation tool, and the statistical summaries. (DB)

ED 331 477 IR 014 961

Renfrow, Raylene Henderson, David L.

Computers in Schools of Southeast Texas—1989.

Pub Date—May 89

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Computer Uses in Education, Elementary Secondary Education, Local Area Networks, Longitudinal Studies, *Microcomputers, Questionnaires, School Districts, State Surveys, Teachers, *Use Studies

Identifiers—*Texas

This study presents the results of a 1989 study of computers in Texas schools. Data were gathered from 65 questionnaires concerning brands currently in use, percent of computer literacy among faculty, number of computer laboratories in the school district, use of computer networking in the laboratories, and brands of computers by grade level. It was found that: (1) the number of computers per district has increased in the past four years; (2) Apple computers were preferred at all grade levels in those school districts having a contract with Apple Computers; (3) there are eight computer laboratories per district on average; (4) less than 25% of the laboratories are networked; and (5) about half of the teachers are computer literate. (11 references) (DB)

ED 331 478 IR 014 963

Roulin, Corentin

Towards the European Education Metathesaurus.

EURYDICE European Unit, Brussels (Belgium). Spons Agency—Commission of the European Communities, Brussels (Belgium).

Pub Date—90

Note—118p.; Translated from the French by M. Barbe and D. F. Brett. Published for the Commission; Task Force for Human Resources, Education, Training and Youth.

Pub Type—Reference Materials - Vocabulary/Classifications (134) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Automatic Indexing, Computer System Design, *Educational Research, Foreign

Countries, *Information Systems, International Cooperation, Reference Materials, *Reference Services, *Thesauri, Vocabulary

Identifiers—*EUDISED, Europe, *European Education Metathesaurus

Designed to offer a "common language" to all of the parties involved in European cooperation in education, the European Education Metathesaurus is the set made up of the European Education Thesaurus (the third edition of the EUDISED Thesaurus) and the indexing languages that will be attached to it, whether sub-thesauri, specialized vocabularies, co-thesauri, or national vocabularies. It is designed to change along with its core, the European Education Thesaurus, as it changes both to keep up with developments in education and to accommodate additional indexing languages. Current developments are the result of efforts to provide a technically consistent answer to the problems posed by its huge, changing, transdisciplinary nature while overcoming the obstacles of multilingualism and internationality. The first two chapters of this paper comprise a definition of the basic concepts, a brief description of the form of the technical description to be used later in the paper. The remaining chapters describe the other kinds of indexing language that will be linked to the European Education Thesaurus to build the Metathesaurus set. Technical questions are given prominence with a view to providing concrete preparatory methods for the future management of the various indexing languages and their reciprocal relations, and questions relating to other conditions needed for achieving this project are also dealt with. Seven annexes include additional information on the EUDISED Thesaurus, a list of CEDEFOP (European Center for the Development of Vocational Training) Thesaurus top terms, abbreviations, a glossary, and an 11-item bibliography. (DB)

ED 331 479 IR 014 964

Analysis of a Proposal for an Education Satellite.

EDSAT Inst., Washington, DC.

Pub Date—91

Note—31p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communications Satellites, Delivery Systems, Distance Education, *Educational Improvement, Elementary Secondary Education, Equal Education, Federal State Relationship, Financial Support, Government Role, Higher Education, *Satellite Facilities, *Systems Development, *Telecommunications

Arguing that telecommunications is transforming almost every sector of American society except education, this study analyzed the governance, management, technical, and fiscal issues associated with the creation and maintenance of an education satellite telecommunications system that would make cost-effective, equitable access to quality education a reality for all American students. The first of six sections of this report reviews problems that impede greater use of satellites and fiscal and technical issues. The study process is described in the second section, including background information, the working groups, technical expertise, the conceptual approach, and the report and conclusions. Technical issues are considered in the third section, including alternative delivery systems, the education satellite market, program providers, assessment of existing earth stations, space segment configuration and deployment, technologies for transmission and reception, and financial considerations. The fourth section addresses government and management issues such as ownership of the satellite, governance of the system, models for governance, and technical management of satellites. Fiscal issues addressed in section five include financing the organization, financing the satellite with tax-exempt bonds, and other methods. General observations in section six conclude the report. The names and addresses of members of the two working groups—technical issues and policy and governance issues—are appended. (DB)

ED 331 480 IR 014 965

Troutman, Andria P.

Attitudes toward Personal and School Use of Computers.

Pub Date—Feb 91

Note—11p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Uses in Education, Educational Research, Educational Technology, Elementary Secondary Education, Higher Education, *Microcomputers, Preservice Teacher Education, Questionnaires, *Student Attitudes, Surveys, *Use Studies

This report presents the findings of a survey of 292 preservice teachers concerning their attitudes toward the personal use and school use of microcomputers. The students' attitudes were measured on a variety of issues including computer assisted instruction, feasibility of computer use, value of computer use, confidence in personal ability to use computers, and interest in using computers. An additional purpose of the study was to design two Likert attitude scales, one for attitudes toward the use of computers in schooling, and the other for attitudes toward personal use of computers. The method used to design the questionnaire is discussed as well as the research method used to validate the two attitude scales. Results of the survey indicated that students who feel secure in their own personal use of computers also feel positive toward the use of computers in schools. Copies of both attitude scales are provided. (3 references) (DB)

ED 331 481 IR 014 967

Makedon, Alexander

Computers and Paideia: The Cultural Context or "Compupaideia" of Computer Assisted Learning.

Pub Date—May 89

Note—8p.; Paper presented at the International Conference on Computer Assisted Learning (2nd, Dallas, TX, May 9, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Cultural Context, Cultural Traits, Educational Environment, *Educational Sociology, Elementary Secondary Education, Instructional Design, Microcomputers, Student Characteristics

Taken from the terms "computer" and "paideia," the term "compupaideia" refers to the cultural context of computer assisted instruction (CAI) and computer assisted learning (CAL). The question may be raised, what is the cultural context that made CAI desirable, and how does one determine whether CAI is well suited to a particular culture? The answers to these questions may be found by reviewing the research on computer based instruction, and by examining educational environments and educational sociology. For example, if a student sometimes fails to learn, the cause may be because of a failure to understand that student's cultural traits, characteristics, and background. Compupaideia deals with culture-sensitive CAI programs, and recognizes its importance in a pluralistic society where people of diverse cultural backgrounds must learn successfully in standardized educational contexts. Rather than provide guarantees for success, compupaideia simply suggests that culture, too, may be an important variable in the design of instruction. (15 references) (DB)

ED 331 482 IR 014 968

Dean, Michael F.

Data Collection for Foreign Scholars. Working Paper #11.

NAFSA - Association of International Educators, Washington, DC.

Spons Agency—United States Information Agency, Washington, D. C.

Pub Date—May 89

Note—33p.; This paper is a supplement to Computer Systems for International Education (NAFSA, 1985).

Available from—NAFSA Publications Department, 1860 19th Street, NW, Washington, DC 20009 (\$3.60 prepaid).

Pub Type—Guides - Non-Classroom (055) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *Computer System Design, Databases, *Data Collection, Data Processing, *Foreign Nationals, Higher Education, *Information Systems, Online Systems, Researchers, *Systems Development

Identifiers—Immigration Law, *Visiting Scholars

This working paper provides suggestions and con-

considerations for anyone contemplating the electronic collection of data on foreign scholars (as distinct from international students). It is noted that, because the Immigration and Naturalization Service requires employment verification and immigration information such as country of citizenship and visa status, as well as personal information, the need for a system that will effectively store and retrieve this information becomes critical. A broad working definition of "foreign scholar" for purposes of data collection is suggested; such a person would be any individual who is not a U.S. citizen or permanent resident, who is engaged in scholarly activity, and who is not engaged primarily in a student activity at the institution. The kinds of information required for such persons are listed in detail under three headings—personal, immigration, and personnel information. Sources of such information are suggested, as well as ways to ensure the privacy and security of information and verify data. The system in use at the University of Wisconsin is then described, and eight appendices offer a closer examination of the structure of the database. They include a transaction screen, definitions of some of the variables used, a visa code edit table, a country edit table, definitions of visa types and foreign specific data elements, and requests for printed output. Also appended is a paper entitled, "Foreign Scholars in the U.S. Who are they? Where are they? What are they doing here?" (Heather Olson Pilkington, 1988). (DB)

ED 331 483

IR 014 969

Linn, Margaret

Directory of Distance Learning in the Mid-Atlantic Region 1990.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—400-86-0003

Note—58p; A product of the Rural Education Project.

Pub Type—Reference Materials—Directories/Catalogs (132)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Distance Education, Educational Technology, Elementary Secondary Education, Program Evaluation, School Districts

Identifiers—Delaware, Maryland, New Jersey, Pennsylvania

This directory is a resource guide to distance education programs operating in the Mid-Atlantic states served by Research for Better Schools: Delaware, Maryland, New Jersey, and Pennsylvania. The purposes of the directory are to provide (1) a brief overview of the distance learning programs currently operating (in the fall of 1990) in these four states; and (2) the names, addresses, and telephone numbers of contact persons in the states and in local school districts whom the reader might wish to contact for additional information. Each entry includes the following information: contact person, school district involved in the program, type of technology, support technologies, number of years of program operation in the district, course or courses being taught, number of students per course, teacher/facilitator training, and costs for both installation and maintenance. In addition to this information, the contact persons have provided a brief view of the program's strengths and/or weaknesses. A distance learning matrix of the major features and types of technologies, brief descriptions of the types of technologies identified (instructional television, fixed service-ITFS, communications satellites, cable television, and computer networks), and a glossary of terms are appended. (DB)

ED 331 484

IR 014 970

Claus, Richard N. And Others

Laser Learning Project (LLP): 1989-90.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Pub Date—90

Note—15p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Analysis of Variance, Computer Assisted Instruction, Computer Software Evaluation, Educational Strategies, Grade 8, High Risk Students, Hypothesis Testing, Instructional Effectiveness, Interactive Video, Intermedia Differences, Junior High Schools, Mathematics Instruction, Student Attitudes

Identifiers—Laser Learning Project MI

In the spring of 1990, an evaluation was conducted of Saginaw, Michigan's Laser Learning Project (LLP), which was designed to provide eighth grade students with an alternative mathematics instructional program using specially designed curriculum and interactive video. It was hypothesized that participating students would not only achieve higher academic mathematics scores during the 6-week project, but would also adopt a more positive attitude towards mathematics. It was found that the students who participated in the experimental project had significantly better mathematics achievement scores on three of the four objectives studied than students in the traditional classes, but there was no difference in attitudes towards mathematics between the experimental and control groups. Based on the findings the following guidelines have been recommended: (1) use the interactive video system for review only; (2) due to the reading level of the text contained in the program, use the system in a high school setting; and (3) provide students with sufficient access to the system. A list of nine mathematics objectives defined as essential at the eighth grade level and statistical information from the study are appended. (DB)

ED 331 485

IR 014 971

Roberts, Deanna

Access Education Literature with ERIC on CD-ROM: An Introductory Workshop.

Pub Date—91

Note—79p.

Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—College Libraries, College Students, Databases, Higher Education, Information Systems, Integrated Library Systems, Library Instruction, Library Research, Online Searching, Optical Data Disks, Reference Services, User Needs (Information)

Identifiers—ERIC

This report provides instructional materials for a voluntary introductory workshop in the use of the Educational Resources and Information Clearinghouse (ERIC) database on CD-ROM. The workshop instruction is based on Leslie J. Briggs' Theories of Instructional Design with instructional objectives based on Robert Gagne's Learning Taxonomy. Library research requires knowledge of library reference services, integrated library systems, and methods of information retrieval. Research has shown that college students have not been given the instruction in the use of online systems necessary to locate information in their discipline. The materials provided in this report offer training in the following areas: (1) determining when the use of ERIC is appropriate; (2) performing basic searches effectively and efficiently; and (3) learning where to obtain further instruction. The materials are broken down into five learning objectives, each of which contains a list of instructional events, desired media, materials and activities, and teacher preparation. Handouts and tests are also provided for each objective. (3 references) (DB)

ED 331 486

IR 014 972

Phelps, Malcom

Planning Guidelines for the Implementation of Wide-Area Educational Telecommunication Systems.

Pub Date—29 Mar 91

Note—12p; Paper presented to the Learning by Satellite VI Conference (Dallas, TX, March 29, 1991).

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communications Satellites, Cost Effectiveness, Curriculum Development, Distance Education, Elementary Secondary Education, Information Networks, Program Implementation, Technical Assistance, Telecommunications

Distance education using various telecommunication technologies is an effective method of delivering educational programming. As educators become more aware of the potential of distance education in elementary and secondary education they need to learn how to implement cost effective distance education programs. One such program, the Midlands Consortium—which includes Alabama, Kansas, Mississippi, Missouri, and Oklahoma—has enhanced educational opportunities for students by integrating

technology with instruction. Their program identified a curriculum development component and technical assistance component, as well as organizational and financial components. The Consortium's experience in paying careful attention to all of the components of the educational infrastructure has demonstrated that a successful communications satellite distance education and information network can be created and maintained. (6 references) (DB)

ED 331 487

IR 014 973

Technology in the Curriculum: A Handbook for Integrating Computers and Related Learning Technologies Throughout the Curriculum.

Merrimack Education Center, Chelmsford, Mass.

Pub Date—86

Note—48p.

Pub Type—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Check Lists, Computer Literacy, Curriculum Design, Educational Strategies, Educational Technology, Elementary Secondary Education, Guidelines, Instructional Development, Microcomputers

This handbook is designed for use in conjunction with staff training seminars designed to provide teachers and administrators with a framework and procedures for designing and implementing effective applications of technologies in the curriculum. The intended outcome of the seminars is the development of comprehensive programs including the identification of specific programmatic areas by subject; the identification of student and staff competencies; and the projection of staff training requirements and budgets needed to accomplish specific program components. Chapter one provides an introduction to the program. A conceptual framework which focuses on concepts and principles in educational technology applications is presented in chapter two. Chapter three describes the tasks and activities that need to be accomplished to design and develop appropriate applications of technology throughout the curriculum, taking into consideration both curriculum development and instructional development issues. Illustrations throughout the document demonstrate basic curriculum development components and delineate specific action steps in educational strategies, integration of microcomputers into the curriculum, and the development of a curriculum framework. Appended are a checklist of planning steps, a sample instructional unit plan, a scope and sequence matrix for the cognitive levels and instruction sequences involved in developing writing skills, and a checklist for integrating technology into the curriculum. (41 references) (DB)

ED 331 488

IR 014 979

Bierschenk, Bernhard

Provision and Preservation of Knowledge: A Department of Educational and Psychological Research as Laboratory for Analyzing Scientific Discourse.

Lund Univ. (Sweden). Cognitive Science Research. Report No.—ISSN-0281-9864

Pub Date—91

Note—21p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Structures, Comprehension, Concept Formation, Context Effect, Foreign Countries, Higher Education, Information Systems, Interaction, Research Reports, Semantics, Synthesis

Identifiers—Knowledge Representation

Two kinds of perspectives governing the provision and preservation of knowledge, a universal and an ecological perspective, are discussed in this paper. In the first case, scientific observations are represented through a semantic interpretation of facts. This is illustrated with a series of experiments on semantic feature perception in the recall of pictures described by descriptor terms. In the second case, scientific observations are conceived as part of a constitutive context. Consequently, the researcher's development toward structuring and his use of precise concepts and well-defined conceptual relations requires an orientation toward the cooperative dimension of the context. This is illustrated by an ecologically oriented study of an information system that measures intentionality and orientation by means of an Agent-action-Objective (AaO) formula. Within the AaO formula a dependency between the cooperatively operating and interacting

components creates the absolute terms (i.e., the invariants); these, in turn, serve as a point of departure for information synthesis. It is demonstrated that scientific reporting has the intermediary function between context and knowledge representation. Intentionality and orientation are fundamental in the development of concepts and conceptual relations. (21 references) (Author/DB)

ED 331 489 IR 014 990

Morse, Ronald H.

Computer Uses in Secondary Science Education.

ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-1

Pub Date—Apr 91

Contract—R188062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 630 Huntington Hall, Syracuse, NY 13244-2340 (free with stamped, self-addressed envelope while supply lasts).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Computer Literacy, *Computer Uses in Education, Databases, Educational Strategies, Interactive Video, Locus of Control, Microcomputers, *Science Education, Secondary Education, *Secondary School Curriculum, Word Processing

Identifiers—ERIC Digests, Microcomputer Based Laboratories

The importance of using computers in a science education class is not limited to computer-assisted instruction (CAI). Computers may also be used as an educational strategy to improve overall learning and computer literacy in students. Research has shown an improvement in academic achievement in students using computers, as well as an increase in scientific reasoning skills and scientific knowledge. Many science teachers are currently using computers to produce tests and worksheets; record, calculate, and post student grades; develop tests and worksheets; and produce supplementary items such as crossword puzzles, posters, and diagrams to support instructional activities. A small number of teachers also use computers as a component in selected laboratory activities, and students are being increasingly introduced to computer database searching. On the cutting edge of classroom computer applications, interactive video disks (on biology, earth science, physics, and chemistry) are making their way into many science classrooms. The major factor inhibiting computer use is insufficient computer hardware and software due to budgetary constraints. Ideally, students would have access to individual microcomputer workstations complete with touch-screen interactive video and high quality computer managed instruction that would allow them to proceed at their own pace. In this situation, the role of the science teacher would be dramatically different, yet just as valuable and rewarding as it is now. Science education in the future will incorporate computer use—including word processing, many forms of computer assisted instruction (CAI), laboratory instrumentation, interactive video courseware, and scientific database searching—and the educational process will be better because of it. (8 references) (DB)

ED 331 490 IR 015 005

Kubota, Kenichi

Applying a Collaborative Learning Model to a Course Development Project.

Pub Date—Feb 91

Note—26p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Orlando, FL, February 13-17, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Cooperative Learning, Electronic Mail, Feedback, Higher Education, *Instructional Development, *Interaction, Learning Theories, Microcomputers, Prior Learning, Qualitative Research, Special Education, Student Characteristics, Teacher Role

Identifiers—Computer Mediated Communication Systems

This paper presents the results of a qualitative study of the interaction between computer assisted instruction (CAI) and cooperative learning. The constructivist perspective is discussed in relation to other learning theories, and is emphasized as the theoretical basis for the study because of its focus on prior learning, student characteristics, and the changing role of the teacher. Two college courses, one in critical reading and one in special education, were chosen for instructional development. A computer mediated communication system was used for course activities such as class discussion via electronic mail, student journals, and focus group discussions. The two courses offered some interesting contrasts which would help to understand how to implement the constructivist pedagogy. It was concluded that several factors must be considered in order to successfully utilize the constructivist cooperative learning model; these include changes in teaching practice, evaluation and feedback processes, and training and follow-up help in the use of microcomputers and the communication system. (38 references) (DB)

ED 331 491 IR 015 006

Blanchard, David D.

A Hypertext Computer-Assisted Instruction (CAI) Program: Teaching the Disk Operating System (DOS) to Community College Students.

Pub Date—Apr 90

Note—139p; Master's Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Learning, Community Colleges, *Computer Assisted Instruction, Computer Science Education, Computer Software Development, *Hypermedia, Internode Differences, Prior Learning, *Programmed Instruction, Questionnaires, Student Attitudes, Two Year Colleges

Identifiers—*Disk Operating Systems

Students entering beginning computer courses have a wide range of experiences with and prior learning in the use of computers. Additionally, adult learners who have returned to school at the community college level may be apprehensive and anxious about computer use. A hypertext computer-assisted instruction (CAI) program was developed in order to teach the disk operating system (DOS) to beginning classes with different backgrounds. The CAI program was demonstrated in class, and the students used the program in a computer lab. The results showed that more students passed a DOS proficiency test after eight weeks using the CAI method than students using the traditional method. Student attitudes also improved. It may be concluded, based on these results, that the hypertext CAI software program should be considered for beginning classes. Appendices include the hypertext CAI documentation and the program handout. (26 references) (DB)

ED 331 492 IR 015 007

Okey, James R. Jones, Marshall G.

Learner Decisions and Information Requirements in Computer-Based Instruction.

Pub Date—Nov 90

Note—9p; Paper presented at the International Conference of the Association for the Development of Computer-Based Instructional Systems (32nd, San Diego, CA, October 28-November 1, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Graphics, Course Organization, Elementary Secondary Education, Feedback, Higher Education, Hypermedia, *Information Needs, *Learner Controlled Instruction, *Locus of Control, Participative Decision Making, Programming

The purpose of this paper is to consider different kinds of actions learners may take during computer assisted instruction (CAI), and to examine the kind of information they need in order to exercise control over the instruction, i.e., information about their performance level, the organization of the content, the choices available to them and the consequences of making those choices, and what they are required to know. Techniques described for providing such information include: (1) content maps, so that learners can navigate their way through content sequence; (2) computer graphics that depict achievement of outcomes; (3) clocks that portray the amount of time spent; and (4) text that conveys the degree of mastery. Other techniques used gov-

ern non-content based information, such as switching menus or exiting the program, and dictate the type of feedback the learner will receive. Hypermedia programs are used to illustrate how this information can be communicated to learners to promote intelligent and effective learner control in CAI. It is noted that some learner controlled instruction has the potential to lose learners in too much detail and too many layers. Thus, course organization and programming must be constructed with the learner's information needs in mind. (7 references) (DB)

ED 331 493 IR 015 009

Schrum, Lynne M.

Telecommunications: Working To Enhance Global Understanding and Peace Education.

Pub Date—Apr 91

Note—14p; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Networks, *Cultural Differences, Distance Education, Elementary Secondary Education, *Global Approach, Information Networks, International Cooperation, Microcomputers, Peace, *Telecommunications

This paper describes educational activities that make use of microcomputers and information networks to link elementary and secondary students electronically using telecommunications, i.e., communication across distances using personal computers, modems, telephone lines, and computer networks. Efforts to promote global understanding and awareness are also described, with emphasis on teacher and educator cooperation in international distance education projects that focus on cultural similarities and differences as well as issues of importance such as world peace, the Gulf War, management of global water resources, and the plight of the homeless. It is noted that students from Australia, the Soviet Union, Denmark, Germany, the Netherlands, Israel, the United States, Norway, and many other countries have engaged in dialogues via telecommunication media, and that, in most countries, the primary obstacle to participating in an international project is funding. Other obstacles cited include technical difficulties, fear of misuse, lack of understanding, and government policies controlling information. It is concluded that, although current research on the effectiveness of the projects is scarce, global interaction can enhance understanding between cultures. (9 references) (DB)

ED 331 494 IR 015 024

Roberts, David, Ed. Meacham, David Ed.

Occasional Papers in Distance Education: Number 11, Charles Sturt University.

Charles Sturt Univ.-Riverina, Wagga Wagga (Australia). Div. of External Studies.

Report No.—ISSN-1034-7186

Pub Date—Apr 91

Note—55p.

Pub Type—Collected Works - General (020) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agricultural Education, *Distance Education, Dropouts, Educational Administration, External Degree Programs, Foreign Countries, Higher Education, *Open Education, Student Attitudes, Surveys

Identifiers—*Australia

The four papers in this collection focus on distance education and open education. In the first paper, "The Open Learning Institute," D. W. Roberts cites the original recommendation that Charles Sturt University establish a new division to be known as the Open Learning Institute, and presents a definition of the concept. In the second paper, "Open Learning at Charles Sturt University," R. Johnson discusses the rationale behind open learning and provides a detailed description of the Division of Open Learning, including its component parts, future activities, centralization, administrative structure, the officer in charge, and changes that might be made in the mainstream activities of the university to more fully realize the potential of open learning. In the third paper, "Applying Kemmer's Linear-Process Model to Distance Education at Charles Sturt University-Riverina," D. W. Roberts, B. J. Boyton, S. Buete, and D. M. Dawson report on a study of college dropouts which used the

David Kember model of the distance education dropout phenomenon as a basis for a series of interviews with external students. In the last paper, "Australia's First Agricultural Degree (Technology) by Distance Education," A. M. Dunn describes the development and implementation of an associate diploma program in agriculture-farming using distance education methods and technology. (DB)

ED 331 495 IR 015 047

Hearing on the Office of Educational Research and Improvement. Hearing Before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred First Congress, Second Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—27 Sep 90

Note—182p; Serial No. 101-125.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, *Blacks, Dropouts, *Educational Improvement, Elementary Secondary Education, *Equal Education, Federal Government, Hearings, High Risk Students, Lower Class, *Males, Minority Group Children, Public Agencies, Social Systems, Student Attitudes

Identifiers—Congress 101st

This report of a hearing on the Office of Educational Research and Improvement (U.S. Department of Education) focuses on programs that may help the plight of black males in the country's educational system, i.e., ways in which educational research and reform can address the problems of equal education, high dropout rates, poor student attitudes, low academic achievement, and the need for educational improvement for minority children generally. After an introduction and opening statement by Major R. Owens, Chairman, testimony and/or prepared statements and other materials from the following representatives from the field of education are presented: (1) W. Curtis Banks, Psychology Department, Howard University; (2) Steven Bossert, Bruce Hare, and William Pollard, Syracuse University; (3) Jonella Henry Braddock II, Director, Center for Research on Effective Schooling; (4) Norma Ewing, Chairperson, Special Education Department, Southern Illinois University; (5) Henry Frierson, Jr., Office of Educational Development, University of North Carolina at Chapel Hill; (6) Geneva Gay, Purdue University; Michael K. Grady, Prince George's County Public Schools; (7) Larry Hawkins, Institute for Athletics and Education, University of Chicago; (8) Barbara Holmes, Director, Education Commission of the States; (9) Shirley M. McBay, President, Quality Education for Minorities Network; (10) William Oliver, Criminal Justice Program, University of Delaware; and (11) Warren Simmons, Director of Equity Assurance Programs, Prince George's County Public Schools. (DB)

ED 331 496 IR 015 050

Palmer, Janet J.
Cultural Literacy and Computer Literacy: Challenges for the Third World.

Pub Date—Jul 90

Note—11p; Paper presented to the World Conference on Computers in Education (5th, Sydney, Australia, July 9-13, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Computer Software, *Cultural Awareness, Cultural Influences, *Developing Nations, Electronic Classrooms, Elementary Secondary Education, Foreign Countries, Higher Education, Hypermedia, Teacher Role

To prepare students for the Information Age, many developing nations provide courses in computer literacy. While computers can teach more efficiently and effectively than traditional methodologies, developing nations need to be aware of the effect of computer literacy on cultural awareness and cultural literacy. Computers, as language-based devices, can select, amplify, reduce, and even eliminate, elements of a society's culture, because they themselves are influenced by culture. Solutions to this computer-cultural literacy problem include reassessing the role of the teacher in an

electronic classroom, examining the rationale behind the use of computer assisted instruction, and using multicultured versions of computer software and hypermedia. (9 references) (Author/DB)

ED 331 497 IR 015 052

Sheekey, Arthur D., Ed.

Education Policy and Telecommunications Technologies.

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 91

Note—92p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Distance Education, *Educational Technology, Elementary Secondary Education, Equal Education, High Risk Students, Instructional Innovation, *Policy Formation, Professional Development, School Restructuring, Statewide Planning, *Telecommunications

Originally prepared for two conferences co-sponsored by the Office of Educational Research and Improvement in the spring of 1990, the eight papers in this collection focus on the concerns of policymakers and critical issues associated with the application of new telecommunications technologies for improving elementary and secondary education. Papers 1-5 were commissioned for the 1990 State Technology Leadership Conference, which was conducted by the Council of Chief State School Officers in Minneapolis, Minnesota: (1) "Technology and Students at Risk of School Failure" (David W. Hornbeck); (2) "Advanced Technologies Innovations and Applications for Distance Learning" (Suzanne G. Douglas and Louis Bransford); (3) "Policies for Educational Technology: A National, State, and Local Agenda" (Richard T. Hezel); (4) "Telecommunications and Restructuring: Supporting Change or Creating It?" (Saul Rockman); and (5) "Using Technology To Support Professional Development for Teachers and Administrators" (Judson Hixson and Beau Fly Jones). Papers 6-8 resulted from a Workshop on Education and Telecommunications Technologies co-sponsored by the Annenberg School of Communications' Washington Program: (6) "The Mass Learnpick: Educational Telecommunications Comes to the Commonwealth" (Inabeth Miller); (7) "A Depiction of Distance Education" (Donald C. Holzngel); and (8) "Telecommunications: The Critical Resource for Achieving National Educational Goals" (Arthur D. Sheekey and Suzanne G. Douglas). A list of participants for the Annenberg/OERI workshop is included. (DB)

ED 331 498 IR 052 750

Database Management: Building, Changing and Using Databases. Collected Papers and Abstracts of the Mid-Year Meeting of the American Society for Information Science (15th, Portland, Oregon, May 1986).

American Society for Information Science, Washington, D.C.

Pub Date—May 86

Note—37p; Microfilm containing papers from the conference not available from ERIC.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, *Database Design, *Database Management Systems, *Databases, *Information Retrieval, Information Systems, *Microcomputers, *Optical Data Disks

This document contains abstracts of papers on database design and management which were presented at the 1986 mid-year meeting of the American Society for Information Science (ASIS). Topics considered include: knowledge representation in a bilingual art history database; proprietary database design; relational database design; in-house databases; alternate indexing schemes; Disector, a diesel engine database; end user-created databases; database management system selection; the Department of Defense Gateway Information System; technical staff needed for database management system maintenance and enhancement; integrating database management into the library school curriculum; optical disk databases; remote database use and management; use of citation counts for faculty evaluation; development of a research and development tracking system; hypermapping; a biotechnology knowledge-based system; design and implementation of an automated correspondence

program; database use in management; document and data retrieval; design of a menu-driven user interface for the ERIC database; library databases; and information retrieval system design. (EW)

ED 331 499 IR 052 995

Teen-Link Student Reference Assistant Training Manual.

Monterey County Library, Salina, CA.

Pub Date—[88]

Note—39p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, Library Instruction, *Library Materials, *Library Skills, *Library Technicians, Public Libraries, *Reference Materials, *Reference Services, Student Employment

Identifiers—Reference Questions

This training manual was written for student reference assistants to teach them about the Monterey County Free Library (California) and about libraries in general. It introduces library nomenclature (e.g., automated system, interlibrary loan, and MLS), describes requirements of the reference assistant position, and provides information on how to be successful in the position. Specific sections discuss: (1) aspects of reference service—e.g., determining what patrons are really asking and conducting a reference interview, and (2) the characteristics of five useful reference tools: the card catalog, encyclopedias, Reader's Guide, Magazine Index, and almanacs. Each section has a subsection called "On Your Own," which provides practice exercises and space for the trainee's own notes. An answer page is also included. (SD)

ED 331 500 IR 053 208

Sanchez, Saadia And Others

Public Library Services for Latino Young Adults.

Pub Date—15 May 89

Note—75p; Student research project, School of Library and Information Studies, University of California, Berkeley.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Hispanic Americans, *Library Services, Needs Assessment, *Public Libraries, Questionnaires, Tables (Data), *User Needs (Information), *Users (Information), Use Studies, *Youth

Identifiers—Latinos, *Oakland Public Library CA
This report examines the current state of library services for Hispanic young adults and recommends a program for greatly expanding these services at the Latin American Branch of the Oakland Public Library. The study was conducted through an extensive reading of the literature on the topic, interviews with key individuals, and surveys. The first of eight sections of the report is an executive summary of the study. The second section provides background information on the Oakland Public Library's Latin American Branch and its services, as well as on the implications of growing ethnic and racial diversity for libraries. The third section reviews the literature on the demographics of Hispanics and Hispanic youths, barriers to library use by these groups, and existing library programs aimed at serving the Hispanic population. The results of a survey of the information needs of young adults in the Fruitvale district of Oakland are presented in the fourth section, while the fifth presents recommendations and suggestions for their implementation, including a list of goals and objectives, a budget, and a timeline. Sections six through eight contain the information needs assessment questionnaire and data tables, a list of the persons interviewed, and a 39-item bibliography. (MES)

ED 331 501 IR 053 271

Wright, A. J.

Highlights of Alabama Printing and Publishing: An Outline.

Pub Date—Apr 90

Note—9p.

Pub Type—Historical Materials (060) — Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Authors, Editors, Journalism History, *Local History, Newspapers, Outlining (Discourse), *Printing, *Publications, *Publishing Industry

Identifiers—*Alabama

This document consists of a chronology of historic events. There is no accompanying text. Divided into

four sections, the outline succinctly sketches the development of printing and publishing in Alabama in the nineteenth century. The opening section, which lists early publications and their dates of first appearance, features newspapers, legal materials and public documents, political pamphlets and broadsides, literary works, periodicals, and miscellaneous books. Early printing conditions are summarized in the second section, which addresses Alabama settlement factors, means of transportation, four centers of early newspaper development, sources of income, and problems for newspaper editors. The third section profiles seven early Alabama printers, and the fourth provides a chronology of early printed works from the publication of a pamphlet in 1807 to the 1882 founding of the "Alabama Law Journal." (5 references) (SD)

ED 331 502 IR 053 451
Anday, V. G.

Unified Format for Information Sharing among Libraries at the Los Banos Complex.

Pub Date—89
 Note—24p.; Paper presented at the International Symposium on Information Technology: Standards for Bibliographic Control (Bangkok, Thailand, September 4-8, 1989). Poor legibility throughout.

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Bibliographic Databases, *Bibliographic Utilities, College Libraries, Computer Software Development, Developing Nations, Foreign Countries, Gateway Systems, Higher Education, Information Dissemination, *Shared Library Resources
 Identifiers—Library Operations, *University of the Philippines Los Banos

This paper discusses the resources, current operations, and various bibliographic formats and standards used in the University of the Philippines at Los Banos (UPLB) libraries, where the information systems have been independently developed and tailored to their particular needs. Such a situation has resulted in data incompatibility leading to limited access and use of available information. Data elements of three existing databases, namely Acquisition, Cataloging, and the holdings of the Institute of Agrarian Studies (IASI) Library, were compared to determine their incompatibilities. Using a common software, CDS/ISIS, an attempt was made to propose a unified format that these libraries could use to exchange and share information within the complex. Although this is limited to the UPLB complex at the moment, information centers of affiliated institutions are being considered for inclusion in the future. Lists of data elements in existing databases, proposed unified tags and field characteristics of common and uncommon data elements, and a proposed unified format for all data elements are presented in four tables. (MAB)

ED 331 503 IR 053 529
Townsend, Catherine M.

Funding Survey. SY 89/90.
 South Carolina Association of School Librarians.
 Pub Date—Apr 90

Note—18p.; Report prepared for the Annual Conference of the South Carolina Association of School Librarians (Columbia, SC, March 21-23, 1990). For a related report, see IR 053 535.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Demography, Elementary Secondary Education, *Learning Resources Centers, *Library Expenditures, Library Materials, Library Personnel, Library Surveys, Questionnaires, *Resource Allocation, School Libraries, School Support, Statistical Analysis, Tables (Data)

Identifiers—*South Carolina

This two-part report presents the results of a budget and funding sources survey of South Carolina library media center programs. In Part 1, survey results are presented for demographic information, staffing information, funding sources, funding amounts from specific sources, allocation of resources, and categories of expenditures. In Part 2, the 66 responses to the survey instrument have been manipulated with statistical information from the Basic Education Data System (BEDS) which were relevant to library media center programs for the years 1986-1990. The two sets of statistics have

been combined to produce the following data for each district: (1) average number of library books per student; (2) average number of seats per library media center; (3) average school population for each district; (4) average amount of instructional materials money spent per student; and (5) the ratio of certified school library media specialists per school in each district—temporary certificates were not counted. These statistics are listed alphabetically by school district for the 4-year period. Some comments taken from the survey returns which relate to staffing, budgets and funding have also been included. A copy of the survey instrument with a tally of the percent of returns for each question for the state as a whole and by type of school and a copy of the survey cover letter are appended. (4 references) (MAB)

ED 331 504 IR 053 534
Turner, Bonnie L. Watson, Ellen J.

Promotion and Tenure for Library Faculty.
 Bradley Univ., Peoria, IL. Cullom-Davis Library.
 Pub Date—89

Note—7p.
 Pub Type—Guides - General (050) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, *Academic Rank (Professional), *Evaluation Criteria, *Faculty Evaluation, Faculty Promotion, Higher Education, *Librarians, *Professional Recognition, Tenure

Identifiers—Faculty Status

Noting that librarians are integral to the library's performance of its educational function, this report argues that faculty status should be extended to academic librarians. This argument is supported by an excerpt from the "Joint Statement on Faculty Status of College and University Librarians," which was developed by the Association of College and Research Libraries (ACRL), the Association of American Colleges (AAC), and the American Association of University Professors (AAUP). Also presented in this report are three major criteria that should be utilized when considering tenure and/or promotion for librarians. These criteria include the librarian's: (1) teaching and library effectiveness; (2) professional competence and growth; and (3) professional service. Additional factors to be taken into account when considering the qualifications of a candidate for tenure and a candidate for promotion are also provided. (MAB)

ED 331 505 IR 053 535
Townsend, Catherine M.

Public School Library Media Centers in South Carolina: A Survey of Service Levels Offered.
 Conducted during School Year 1988/1989.

Pub Date—Apr 90
 Note—19p.; Table (pages 16-19) contains marginally legible print. For a related report, see IR 053 529.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Demography, Elementary Secondary Education, *Learning Resources Centers, Library Collections, *Library Expenditures, Library Materials, Library Personnel, Library Planning, *Library Services, Library Surveys, Public Schools, *Resource Allocation, School Libraries, Statistical Analysis, Tables (Data)

Identifiers—*South Carolina

A state-wide survey was undertaken in 1988-1989 to determine the status of the library media programs in South Carolina's public schools. The first of two phases of the study involved the compilation of statistical data reported to the State Department of Education by building level administrators on the Basic Educational Data System (BEDS) for the years 1986-1987, 1988-1989, and 1989-1990. Phase 2 was a survey of a stratified random sampling of South Carolina library media centers to determine the service levels for media programs throughout the state. The survey responses and demographic information were analyzed to explore the following questions: (1) whether there is a relationship between service levels and budget, collection size, or student population; (2) whether flexible scheduling has an effect on service levels; (3) which of the three types of services—warehousing, reactive, or proactive—are most prevalent in school library media centers in South Carolina; (4) what the statewide averages for overall service level are by type of school, secondary and elementary budget ranges, and prevalent types of scheduling in elementary me-

dia centers; and (5) what the district statistics are for instructional materials expenditures per pupil, average school population, average seating per library media center, and collection size on a per pupil basis. The report concludes with a comparison of statistics on library media program budgets, collection size, and seating space from the "Introduction Power" national surveys for 1987 and 1988 conducted by Miller and Moran, and the state demographic information. (MAB)

ED 331 506 IR 053 547

Khown, Petta. And Others.

Genealogy: Helping You Climb Your Family Tree.
 Occasional Paper, Series 3, No. 2.

Ohio State Library, Columbus.

Pub Date—Sep 90

Note—39p.

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Archives, Bibliographic Records, *Family History, *Genealogy, *Library Collections, Library Materials, Online Catalogs, Records (Forms), Research Tools, Resource Materials, State Libraries

Identifiers—*Ohio

This report describes the resources of the State Library of Ohio's Genealogy Collection and the services provided to its patrons. The genealogy collection is a non-circulating collection of approximately 14,000 volumes and 15,000 microforms and includes the following broad spectrum of resources: (1) self-help books; (2) family genealogies; (3) Ohio resources (marriage and cemetery records, county histories, church records, wills, atlases and gazetteers, Bible and family records, Ohio Genealogical Society Chapter newsletters, tax records, Daughters of the American Revolution records); (4) census records (Ohio, United States, slave schedules, Ohio and U.S. census indexes, census search aids); (5) non-population schedules; (6) International Genealogical Index (I.G.I.); (7) war records (Revolutionary War, War of 1812, Civil War, World War I, pensions); (8) periodicals; (9) land records; (10) ship passenger lists; (11) pamphlet file; (12) map and family charts; (13) name and place indexes; (14) coats-of-arms; and (15) other state resources and standard sources. Coverage of the collection focuses on the 17 states that preceded Ohio into statehood, particularly Virginia, Kentucky, Maryland, and Pennsylvania. The collection may be accessed on-site via the library's online catalog or searched nationally through OCLC. Also provided in this document are descriptions of the collections in the state library's reference and documents departments, addresses of statewide genealogy facilities and other genealogy sources located in Columbus (Ohio), and an explanation of the collection development philosophy of the genealogy section. (MAB)

ED 331 507 IR 053 550
Jernigan, Kenneth

Reflections of a Lifetime Reader.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Jan 91

Note—18p.; Address delivered to the Conference of Librarians Serving Blind and Physically Handicapped Individuals (Louisville, KY, May 7, 1990).
 Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blindness, *Braille, Childhood Interests, Elementary Education, Library Services, Personal Narratives, Reading Attitudes, Reading Difficulties, *Reading Materials, *Talking Books
 Identifiers—National Library Services for the Blind, Tennessee School for the Blind

This publication recounts the childhood experiences of one boy at the Tennessee School for the Blind and his use of braille and talking book library services. It also describes his frustration at the rationing of braille reading materials at the school, and how his enormous appetite for reading material led him to "beat" the school's system. It examines how the scarcity of braille and talking books only increased his love of reading. In conclusion, it observes that the blind of the United States have grown strong through the power of collective action while libraries have also grown strong through a network of service and the meeting of a need, and urges the two groups to work together in a growing partnership to strengthen library services for the blind. (MAB)

ED 331 508

IR 053 554

Bibby, Barbara D.

Adult Education in Computing, 1984-1987: A New Zealand Success Story in Community Involvement.

New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-0-908567-82-0

Pub Date—89

Note—93p.; J. R. McKenzie Fellowship Report.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, Adult Farmer Education, Community Programs, *Computer Literacy, *Continuing Education, Educational Trends, Foreign Countries, Higher Education, Microcomputers, Surveys

Identifiers—*New Zealand

This report presents the results of a survey of provisions for adult education in computing in New Zealand between 1984 and 1987. The study focused on the current generation's perception of their need for education about computers, the kind of information they want, whether courses are available to meet their needs, whether the relative cheapness of microcomputers has produced an interested "informed" community, any plans and likely demands for computers in education in the future, and how these demands might be met. The first of seven chapters provides an outline of the content of various kinds of computer courses being taught and summarizes the kinds of material chosen by tutors as they consider what they should teach their adult students. The second chapter seeks to identify the range and nature of computer courses being offered to adults in the general community and to discuss significant concerns and issues arising from the courses. The educational role of computer user groups and their contribution to the rise in computer literacy in New Zealand are examined in chapter three, and chapter four presents an overview of farming applications of microcomputers. Topics for computers in education are suggested in chapter five; the tutors' evaluations of computer education courses are presented in chapter six; and chapter seven offers an evaluation of and some conclusions about the use of computers in education and the development of community programs for continuing education. A glossary of terms, samples of course curricula and prospectuses, and survey data are appended. (23 references) (DB)

ED 331 509

IR 053 559

Annual Program: Library Services and Construction Act 1990-1991.

South Carolina State Library, Columbia.

Pub Date—90

Note—99p.; For the 1989-1990 report, see ED 331 240.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Library Administration, Library Cooperation, Library Development, Library Expenditures, *Library Networks, Library Planning, *Library Services, *Library Standards, Long Range Planning, Program Descriptions, *Program Development, *Public Libraries, Records (Forms), State Aid, State Libraries, State Programs, Statewide Planning

Identifiers—*Library Services and Construction Act, *South Carolina State Library

The 1990-1991 Library Services and Construction Act (LSCA) program is presented in this report for the South Carolina State Library. The document includes fiscal information and project descriptions for the following LSCA Title I projects: (1) General Administration; (2) Library Interpretation; (3) General Operations; (4) Strengthening the State Library Agency; (5) Field Services; (6) Career Education; (7) Service to the Disadvantaged; (8) Library Development; (9) Service to Children; (10) Audiovisual Programs; (11) Public Library Automation and Technology; (12) Literacy; (13) Service to the Elderly; (14) Services to the Blind and Physically Handicapped; and (15) Interlibrary Network project is also described. The information provided includes the fiscal breakdown for each LSCA project on federal, state, and local levels, staff and staff responsibilities, the operating budget for all projects (1990 funds), and detailed descriptions for all projects. The descriptions include individual project objectives, needs assessments, service groups, activities to be implemented to meet objectives, information about when and where the project

will be administered, the libraries involved, estimated costs and sources of funding, method of administering the project, and method of evaluation to be used. A summary of the report is also provided. (MAB)

ED 331 510

IR 053 561

The South Carolina Program for Library Development, 1990-1993.

South Carolina State Library, Columbia.

Pub Date—91

Note—89p.; For the 1989-1991 report, see ED 331 241.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Elementary Secondary Education, Higher Education, Institutional Libraries, Library Development, Library Education, *Library Planning, *Library Services, Library Standards, *Long Range Planning, *Organizational Objectives, *Program Development, Public Libraries, State Programs, Statewide Planning, User Needs (Information)

Identifiers—*Library Services and Construction Act, *South Carolina State Library

This report outlines the long-range program of the Library Services and Construction Act (LSCA) in South Carolina. The first of five chapters presents excerpts of the LSCA that describe its Titles I-III programs; explains the evolution of South Carolina's long-range Program for Library Development; discusses the dissemination of publications related to the LSCA programs in South Carolina; and touches on how LSCA programs are coordinated. Focusing on the library public, the second chapter discusses the probable impact of population increases on information needs and library services, and inventories the special needs of the economically disadvantaged, the illiterate, the blind and physically handicapped, persons with limited English-speaking ability, the elderly, and the institutionalized. The third chapter focuses on South Carolina libraries and their needs, including the South Carolina State Library, public libraries, major urban resource libraries, institutional libraries, academic libraries, technical college resource centers, school library media centers, and special libraries. Library education programs in South Carolina institutions of higher education are also described, and maps and statistics are provided for public, institutional, and college and university libraries, and the South Carolina Library Network. The adequacy, priorities, and evaluation procedures of Title I, II, and III projects are the focus of the fourth chapter, and the fifth presents the four goals of the state library together with objectives designed to meet those goals. (MAB)

ED 331 511

IR 053 562

[Materials for a Course-Related Library Instruction Program in Communication 1313 at the University of Arkansas, Fayetteville.]

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date—Dec 90

Note—86p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Assignments, Higher Education, *Instructional Materials, Library Guides, *Library Instruction, Pretests Posttests, Teacher Developed Materials, Teaching Guides, Workbooks

Identifiers—*University of Arkansas Fayetteville

These instructional materials were designed for students enrolled in Communication 1313 (COMM 1313), "Fundamentals of Communication," a course required for most curricula at the University of Arkansas. They include a library guidebook ("Guide to Mullins Library") by John M. Maxstadt (and others) and computer-generated assignment sheets. A program which runs in CMS (with SAS and Script) contains question banks comprising 25 versions of each of the 13 questions. The program selects one version of each question at random and prints individual assignment sheets and separable answer sheets which are linked to the appropriate assignment sheets by a control number. Three assignment sheets have been included to indicate the variety in the versions of questions. Students find the answers to the questions in the library using the guidebook for reference. The assignments are graded using the corresponding answer sheets, and count as 5% of the COMM 1313 grade. Also included in this document are the "Master Plan," which gives criteria for the new question versions

added each semester, the "Guide for Helping Students," which tells student assistants how to help COMM 1313 students with the assignment, the "Guide for Grading," which outlines the accepted answer variations for the short-answer questions, and the Pretest/Posttest, which is administered to determine what the students have learned. (Author/MAB)

ED 331 512

IR 053 563

Feldman, Sari

The Library and the Latchkey. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-90-8

Pub Date—Dec 90

Contract—R188062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts with self-addressed stamped envelope).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Welfare, Elementary Secondary Education, *Latchkey Children, Librarian Attitudes, Library Planning, *Library Role, Policy Formation, *Public Libraries, User Needs (Information)

Identifiers—ERIC Digests

It has been observed that one historical role of the public library is serving the nation's youth. Current economic and social conditions have created the phenomenon of the "latchkey child"—the school-aged child who has no parent or guardian at home after school hours and has no alternative care arrangement. In light of this, this digest examines the public library's responsibility toward latchkey children, surveys library reactions to unattended children in the libraries, and discusses the importance of library policies that will address this problem. It is noted that while some libraries observe the increasing number of unattended children as an opportunity to improve youth services, others find themselves facing philosophic, economic, and legal dilemmas associated with these latchkey children. It is argued that, as each library comes to understand its role in its unique community there will be a clear focus on where it stands relevant to social dilemmas, and that library professionals must be part of a network of policymakers investigating solutions to problems such as latchkey children. In the meantime, the question of whether libraries should provide service to these children beyond standard user services will continue to be debated. (12 references) (MAB)

ED 331 513

IR 053 565

Simons, Michael

Evaluation of Library Tours.

Nevada Univ., Reno. Library.

Pub Date—[90]

Note—24p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Data Collection, *Evaluation Criteria, *Evaluation Methods, Higher Education, *Library Instruction, *Library Services, Library Surveys, Measurement Techniques, *Orientation Materials, Questionnaires, Research Design

Identifiers—*University of Nevada Reno

Arguing that professional library literature often ignores the problem of evaluating the effectiveness of a library tour or the aids (e.g., audiotape, slides, video, computer programs, handbooks) which may supplement the tour, this article provides a proposed evaluation model for measuring a tour's success. The evaluation of library tours is compared to formal course evaluations, and it is suggested that the critical scrutiny of the tours may serve to justify the faculty status of librarians. It is noted that a focused tour objective which identifies the tour's audience, behavior, conditions under which the current behavior exists, and measures performance is integral to the design of the survey instrument. The University of Nevada-Reno's evaluation form for library instruction is included and three charts provide evaluation results for 1985-1989. (MAB)

ED 331 514

IR 053 567

Jackson, Shirley A.

The Collection and Dissemination of Library Statistics by the National Center for Education Statistics

National Center for Education Statistics (ED), Washington, DC.

Pub Date—[Jan 91]

Note—20p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Databases, *Data Collection, Elementary Secondary Education, Federal Programs, Higher Education, *Information Dissemination, Learning Resources Centers, *Library Statistics, Library Surveys, Longitudinal Studies, Public Libraries, User Needs (Information)

Identifiers—*National Center for Education Statistics

It is noted that the National Center for Education Statistics (NCES) and libraries have a mutual mission: the collection and dissemination of information in formats that are useful to the information needs of the public. This report discusses the NCES' mission statement in these terms and describes its broad-based data gathering program, which maintains seven cross-sectional databases and three major longitudinal studies databases. Results and highlights from the surveys of academic, public, and school libraries/media centers are then provided. Ways in which NCES disseminates data to three types of data users are also described: (1) information is provided in reports, conference presentations, seminars, electronic bulletin boards (BBSs) and briefings for "passive public users," who need statistical information that describes education, shows trends or progress, and helps people understand trends in the condition of education; (2) information on the availability of raw data for manipulation is provided via catalogs, announcements, data tapes, computer disks, and BBSs for "micro-data users," who need information to analyze relationships, identify questions for future study, and/or validate preliminary research findings; and (3) information is often prepared by NCES to provide details not included in current publications for "active public users," who need statistical information to answer questions that require currently available data. Concluding the report is a list of addresses and telephone numbers of places where NCES products are available together with the titles and series numbers of recently released data tapes. (MAB)

ED 331 515 IR 053 569

Federal Pre-White House Conference on Library and Information Services Proceedings (Bethesda, Maryland, November 26-27, 1990).

Federal Library and Information Center Committee, Washington, DC.

Pub Date—Feb 91

Note—134p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Networks, Conference Proceedings, Depository Libraries, *Federal Government, *Government Libraries, Information Networks, Library Networks, Library Services, *Policy Formation, Preservation

Identifiers—*White House Conference Library Info Services

This report presents the recommendations and proceedings of the Federal Pre-White House Conference on Library and Information Services (WHCLIS II) in two sections. Thirteen issues and recommendations of high national priority identified by the federal delegates to the WHCLIS II are provided in the first section: (1) Preservation Plan for Federal Libraries; (2) National Preservation Policy; (3) National Networking Policy; (4) Multi-type Federal Library and Information Center Network; (5) Depository Library Program; (6) Fees for Service; (7) Endorsement of the National Commission for Library and Information Science (NCLIS) "Public Information Principles"; (8) Knowledge Transfer Systems as National Priority; (9) Federal Libraries as Inherently Governmental Functions; (10) Locator System for Federal Information; (11) National Information Policy (Congressional); (12) Five-year White House Conference; and (13) Ten-year White House Conference. A directory of the WHCLIS II federal delegates and their alternates are also included. The conference proceedings include the following sections: (1) Introduction; (2) Preconference Agenda and Minutes; (3) Preconference Papers and Presentations, i.e., "Welcome and Introduction" (Winston Tabb and Donald C. Curran); "Keynote

Address" (Peter R. Young); "Preservation Issue" (issue paper annotated with text of Alan Fusonie's speech); "Networking Issue" (Sarah A. Mikel and outline of Neal Kaske's presentation); "Funding Issue" (National Agricultural Library press release); "Access Issue" (issue paper by Kurt N. Molholm and speech by Fred B. Wood); (4) WHCLIS II delegate selection results (names of delegates and alternates, ballot, delegate biographies); (5) Report of the Resolutions Committee; (6) names and addresses of the conference attendees, the conference organization chart, and names of the exhibitors and the Federal Library/Information Center Advisory Group (FLAG) committee and issue group members; and (7) appendices containing fact sheets, FLAG news updates, and acknowledgments. (MAB)

ED 331 516 IR 053 570

Long-Range Program for Library Services and Development 1990/91-1994/95.

American Library Association, Chicago, IL. Library Administration and Management Association.

Pub Date—90

Note—95p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, *Library Development, Library Materials, *Library Networks, *Library Planning, Library Services, Long Range Planning, *Public Libraries, School Libraries, Special Libraries, State Libraries

Identifiers—*Tennessee
Revised annually by the Tennessee Advisory Council on Libraries, this report identifies goals and assigns priorities for the implementation of library services. It emphasizes the services of public libraries and services to the disadvantaged but also encompasses the needs of academic, school, institutional, and special libraries in order to form a "partnership" in library matters across the state. The nine goals identified include: library facilities, library materials and services, planning and evaluation, interlibrary cooperation, special populations, leadership and governance, personnel resources, funding, and public awareness. Each goal lists specific objectives which are followed by plans of action. Also included in this report are definitions; lists of members of the Tennessee Advisory Council on Libraries (TACL) and the Long-Range Planning Committee; Library Services and Construction Act (LSCA) policies of the Tennessee State Library and Archives (TSLA); priorities, criteria, and procedures; TSLA organization chart; and a Tennessee regional library system map. (Author)

ED 331 517 IR 053 572

Sannwald, William W., Ed. Smith, Robert S., Ed. Checklist of Library Building Design Considerations.

American Library Association, Chicago, Ill.

Report No.—ISBN-0-8389-7271-3

Pub Date—88

Note—63p.

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Architecture, *Building Design, Check Lists, *Design Requirements, Interior Design, *Library Facilities, Library Planning, *Public Libraries, Spatial Relationship (Facilities)

This checklist is designed to provide librarians, architects, and other members of a building design team with a list of questions to ask during the design phase of a new or remodeled library building project. The purpose of the questions is to make sure that no element of the building is overlooked by the building design team in their programming of spaces. While the list of questions on this checklist is probably not exhaustive, answering them should ensure that no major design elements have been excluded in planning. The scope of this checklist includes: library site selection; building planning and architecture; accessibility for handicapped persons; interior organization of library buildings for circulation, children's services, young adult services, reference facilities, bookshelves and shelving, seating, non-public areas, and convenience facilities; decoration of interiors; ventilation, air conditioning, and lighting; communications and electrical equipment and environment; security systems; mechanicals and noise control; maintenance of the library building and property; and providing for future modifications. Space is provided for responses to and comments on these questions. (MAB)

ED 331 518

IR 053 573

Bikson, T. K. Schieber, L.

Relationships between Electronic Information Media and Records Management Practices: Results of a Survey of United Nations Organizations. A Rand Note.

Spons Agency—Rand Corp., Santa Monica, Calif. Report No.—N-3150-RC

Pub Date—May 90

Note—35p.; Contains some filled print.

Available from—The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Computer Networks, Electronic Mail, Electronic Publishing, Facsimile Transmission, Foreign Countries, Global Approach, Information Storage, *Information Technology, International Organizations, *Preservation, *Records Management, *Telecommunications

Identifiers—*United Nations

A Technical Panel on Electronic Records Management (TP/REM), which was established by the Advisory Committee for the Co-ordination of Information Systems (ACCIS), conducted a survey of existing electronic records management practices and standards related to new information and communication technologies and their interrelationships within the United Nations system. The focus is on the management of electronic records rather than on electronic management of non-electronic records, which is already well established in many United Nations agencies. New issues are identified, including how to assure both access to and security of electronic records. This report presents the survey findings for the four main content areas addressed. The first part provides an overview of the roles of three electronic media—telex, facsimile, and electronic mail—in organizational information handling systems; the second part explores in more detail the special properties of interactive computer-based information exchange among the responding organizations that use electronic mail; the third part investigates associated technology issues to learn whether there are commonly emerging questions, problems, or solutions in the areas of hardware, software, storage media, network architectures, or communication protocols—and checks on potential standards for any of them; and the fourth part explores existing policies, guidelines, and training processes for electronic records management or strategies for their development. Questions and answers from site visits to Rome and Vienna and a list of the 36 agencies that responded to the survey conclude the report. (MAB)

ED 331 519

IR 053 574

Fox, Lynne M. And Others

Pathways to Information Literacy: An Information Literacy Skills Program for B.S. Nursing Students.

University of Northern Colorado, Greeley.

Pub Date—[91]

Note—75p.; Small print on figures may not reproduce well. For a related paper, see IR 053 588.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Assignments, Course Content, Course Descriptions, *Course Integrated Library Instruction, *Course Objectives, Curriculum Guides, Higher Education, *Instructional Materials, *Nursing Education

Identifiers—University of Northern Colorado

A joint program of instruction was created between the University of Northern Colorado's Michener Library and School of Nursing. This expanded bibliographic instruction program was based on a proposal that outlined the need for information literacy instruction in nursing education, enumerated the possible benefits of such instruction to students and faculty, and outlined the course content and assignments that might be included. First offered in the fall semester of 1988, the course is currently presented as part of two courses and includes four class sessions of one and a half hours each. The first session is included in an introductory course, Conceptual Foundations; the remaining three sessions are included in the required course on nursing research. This report provides background information

tion on the course, a copy of the proposal, an outline of the lecture content for each session, a resource bibliography, a background survey questionnaire for students, and handouts and assignments created for the course. The course materials include a resource bibliography; assignments for research papers; guides and assignments for using Social Sciences Citation Index (SSCI), MEDLINE on CD-ROM, and the Index Medicus and Nursing and Allied Health (CINAHL) online databases. Also provided are handouts on the APA (American Psychological Association) style manual, scholarly research, and sources of information on evaluation, and tests and measurement. A topics chart for organizing a research paper, the questionnaire for the 1990-1991 survey of library users, and questions included in the graduate follow-up survey are also included. (MAB)

ED 331 520 IR 053 576

Law Library Service in the 1990's.

New York State Library, Albany.

Report No.—ISSN-0006-7407

Pub Date—90

Note—36p.

Journal Cit.—The Bookmark; 48 n4 p244-320 Sum

1990

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Information, Court Litigation,

Electronic Publishing, Full Text Databases,

Higher Education, Information Sources, *Law Li-

braries, *Legal Aid, Legal Problems, Librarian At-

titudes, Library Education, Library Networks,

*Library Services, Library Standards, Preserva-

tion, Publishing Industry, State Agencies

This issue of "The Bookmark" presents 20 articles

focusing on various aspects of law library services in

New York State. The articles are: (1) "Law Library

Services in the 1990's" (Christine Bain); (2) "A Li-

brarian's View of Legal Publishing Today" (Marga-

ret Maes Axtmann); (3) "Legal Publishing-A

Publisher's View" (Kenneth Lee Halajian); (4) "Un-

derstanding Our Judiciary Systems and Their Liter-

ature" (Julie Gick); (5) "The Use of Intent in New

York State Law-Resources and Searching Aids"

(Robert A. Carter); (6) "Rule-Making and

Rule-Finding in New York State" (Kate Storms);

(7) "Legal Literature and Information Services from

the New York State Library" (Sally Legendre and

Dawn Tybur); (8) "Access to Local Laws and

Codes" (Robert A. Emery); (9) "Local Laws and

Their Publication" (A. Ross Kitt II); (10) "Educa-

tion for Law Librarians" (Penny A. Hazelton); (11)

"Standards for Law Libraries and Law Library Ser-

vice" (David Badertscher); (12) "The High-Tech

Law Library-Serving in the 'L.A. Law' Environ-

ment" (Joan Taulbee White); (13) "Legal Informa-

tion Service for the Pro Se Patron" (Mary Beth

Dunn); (14) "Model Profiles for Legal Information

Service" (Bobbie Studwell and Ann Haley); (15)

"Inmate Access to the Courts and More Through

New York State's Prison Law Libraries" (Jean

Clancy Botta); (16) "Preserving Documentation of

the Legal Profession" (Morris L. Cohen and Marsha

Trimble); (17) "Law Library Networking" (Susan

M. Wood); (18) "Keys to Legal Research: Opening

the Doors to the Law Library" (Nancy Lenahan);

(19) "Inquiring Minds Want To Know-Information

Services of the New York State Department of

Law" (Joan Libby and Judith Brown); and (20)

"Practicing Attorneys Use More Than Law Libraries"

(Maureen Gross). A directory of law libraries in

New York State concludes the issue. (MAB)

ED 331 521 IR 053 578

Wright, Joyce C. Comp. Clark, Barton M. Comp.

Affirmative Action Policies and Practices in ARL

Libraries. SPEC Kit #163.

Association of Research Libraries, Washington,

D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—Apr 90

Note—176p.

Available from—Systems and Procedures Ex-

change Center, Association of Research Libraries,

Office of Management Services, 1527 New

Hampshire Ave., NW, Washington, DC 20036

(\$20.00 for ARL members, \$30.00 for nonmem-

bers, plus \$5.00 for postage and handling).

Pub Type—Collected Works - General (020) —

Legal/Legislative/Regulatory Materials (090) —

Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Academic Libraries, *Affirmative

Action, Cultural Differences, Employment Prac-

tices, Ethnic Groups, Higher Education, Library

Surveys, *Policy Formation, *Research Libraries,

Universities

This Systems and Procedures Exchange Center

(SPEC) kit begins with a summary by Kriza A. Jen-

nings of the results of a survey which focused on

identifying the practices of the 119 member libraries

of the Association of Research Libraries (ARL) in

the areas of cultural diversity, recruitment, and af-

firmative action practices. It is noted that of the 45

libraries responding to the survey, more than half

have written affirmative action policies for the li-

brary and/or the parent institution, while less than

one-third have a plan with goals and timetables.

Affirmative action policy and planning documents

are provided by the following institutions: Univer-

sity of California, Riverside; Center for Research

Libraries; Cornell University; University of Illinois,

Urbana-Champaign; Iowa State University; Kent

State University; Massachusetts Institute of Tech-

nology (MIT); National Agricultural Library; Pur-

due University; West Lafayette Campus; and the

University of Toronto. In addition, documentation

for affirmation action program goals from these in-

stitutions are included: University of California

(Berkeley, Riverside, San Diego); Center for Re-

search Libraries; Indiana University; Michigan

State University; and Ohio State University. The

Universities of Arizona, Georgetown, Iowa State,

and Minnesota contributed recruitment documents.

Job descriptions are presented by the University of

Toronto and the University of California (Riverside,

Berkeley). (Includes selected readings.) (MAB)

ED 331 522 IR 053 579

Steel, Virginia

Remote Storage: Facilities, Materials Selection

and User Services. SPEC Kit #164.

Association of Research Libraries, Washington,

D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—May 90

Note—117p.

Available from—Systems and Procedures Ex-

change Center, Association of Research Libraries,

Office of Management Services, 1527 New

Hampshire Ave., NW, Washington, DC 20036

(\$20.00 for ARL members, \$30.00 for nonmem-

bers, plus \$5.00 for postage and handling).

Pub Type—Collected Works - General (020) —

Opinion Papers (120) — Tests/Questionnaires

(160)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Academic Libraries, Access to In-

formation, Guides, Higher Education, *Informa-

tion Storage, Library Administration, Library

Expenditures, *Library Facilities, Library Materi-

al Selection, Library Surveys, Policy Formation,

Preservation, Questionnaires, *Records Manage-

ment, *Research Libraries, Universities

This Systems and Procedures Exchange Center

(SPEC) kit presents the results of a survey which

focused on the use of remote storage by research

libraries as a solution to the shortage of library stor-

age space. The kit includes documents from several

libraries describing how they have developed policy

questions and procedures to handle the arrange-

ments for material selection and user access. Lists

and charts profile Association of Research Libraries

(ARL) member libraries not using remote storage;

ARL libraries currently using remote storage; and

services provided for materials in remote storage.

Documents from the University of California

(Berkeley) and the University of Michigan provide

facility descriptions and policies. Budget and plan-

ning summaries are presented by the University of

California (Riverside); Harvard University; Vander-

bilt University; and Virginia Tech. Materials selec-

tion policies were contributed by Georgia

Technological University, University of Michigan,

Smithsonian Institute, and the University of Wash-

ington. Copies of user guides are provided by The

University of California (Berkeley) and Case West-

ern Reserve University. The survey instrument is

included. (MAB)

ED 331 523 IR 053 580

Shaver, Marilyn

Cultural Diversity Programming in ARL Libraries.

SPEC Kit #165.

Association of Research Libraries, Washington,

D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—Jun 90

Note—195p.

Available from—Systems and Procedures Ex-

change Center, Association of Research Libraries,

Office of Management Services, 1527 New

Hampshire Ave., NW, Washington, DC 20036

(\$20.00 for ARL members, \$30.00 for nonmem-

bers, plus \$5.00 for postage and handling).

Pub Type—Collected Works - General (020) —

Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Academic Libraries, *Cultural Dif-

ferences, Employment Practices, Higher Educa-

tion, Library Education, *Library Services,

Library Surveys, Policy Formation, Research Li-

braries, Sensitivity Training, Universities

This Systems and Procedures Exchange Center

(SPEC) kit examines the practices of Association of

Research Libraries (ARL) member libraries in the

area of cultural diversity programming. These li-

braries were surveyed to determine if they offered

a program which supported ethnic/cultural sensitiv-

ity training in the workplace. Survey responses indi-

cate that cultural diversity programming in ARL

libraries ranges from libraries which have no pro-

gram at all to those which have well-established,

comprehensive programs. Survey results are pre-

sented for the following areas: library programs; re-

cruiting, retaining, and managing diverse

workforces; and library services. Major issues and

trends in cultural diversity programming are iden-

tified. Also included are planning documents, activity

descriptions, and position descriptions which rep-

resent the cultural diversity programming at the fol-

lowing universities: University of Buffalo;

University of California (Santa Barbara, Berkeley,

Santa Cruz); Colorado State University; Indiana

University; University of Iowa; University of Michi-

gan; University of Michigan (Ann Arbor); Michigan

State University; University of Minnesota; National

Library of Canada; Purdue University; Stanford

University; Temple University; and University of

Texas (Austin). (14 selected readings) (MAB)

ED 331 524 IR 053 581

Johnson, Peggy

Materials Budgets in ARL Libraries. SPEC Kit

#166.

Association of Research Libraries, Washington,

D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—Jul 90

Note—133p.

Available from—Systems and Procedures Ex-

change Center, Association of Research Libraries,

Office of Management Services, 1527 New

Hampshire Ave., NW, Washington, DC 20036

(\$20.00 for ARL members, \$30.00 for nonmem-

bers, plus \$5.00 for postage and handling).

Pub Type—Collected Works - General (020) —

Reports - Research (143) — Tests/Questionnaires

(160)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Academic Libraries, *Budgeting,

Higher Education, *Library Administration, Li-

brary Expenditures, *Library Material Selection,

Library Surveys, Money Management, *Research

Libraries, Resource Allocation, Universities

Based on responses to a survey from 79 Associa-

tion of Research Libraries (ARL) member libraries,

this Systems and Procedures Exchange Center

(SPEC) kit explores how these libraries are cur-

rently addressing management issues associated

with materials budgets. The survey addressed the

following broad areas: how libraries define their ma-

terials budgets; what the sources are for these funds;

who is responsible for allocation and expenditure

decisions; and what policies and procedures guide

these activities. Responses to these questions are

summarized and major issues and trends are iden-

tified. In addition, budget procedures, materials se-

lection policies, and budget reports were provided

by the following institutions: Brigham Young Uni-

versity; Brown University; University of California

Berkeley, Irvine, Riverside; Colorado State Uni-

versity; University of Florida; McMaster Uni-

versity; University of Miami; University of Minnesota;

State University of New York (Buffalo); University

Bader, Shelley A. Piemme, Thomas E.
A Study on the Selection and Utilization of
MEDLINE Search Systems.

George Washington Univ., Washington, D.C.
School of Medicine.

Spons Agency—Council on Library Resources,
Inc., Washington, D.C.

Pub Date—[91]

Contract—CLR-4053-B

Note—29p.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Software, Databases, Faculty, Higher Education, *Information Retrieval, Library Surveys, *Man Machine Systems, Medical Libraries, Medical Students, *Online Searching, Optical Data Disks, *Physicians, Search Strategies, Users (Information), *Use Studies
Identifiers—*George Washington Univ Medical Center DC

This report presents the objectives, methodology, and results of a study which assessed the selection and utilization of four MEDLINE search systems by faculty and medical residents at the George Washington University Medical Center. The four systems, which were provided or sponsored by the Himmelfarb Health Sciences Library, offer a wide range of information access and different levels of user interface: (1) miniMEDLINE, a locally mounted subset of the MEDLINE database which uses a very simple menu driven interface and is available from terminals at the library or via dial-access on the university's local area network or by modem; (2) SilverPlatter CD-ROM with MEDLINE database disks; (3) BRS/Colleague, a commercial search service with a "user friendly" interface that offers the entire MEDLINE file, additional related databases, and more than 15 journals and 25 textbooks in full text; and (4) Paperbase, a "pioneer" user friendly computer program which allows physicians to simply and directly perform searches of MEDLINE. System preferences and characteristics are cross-tabulated with user characteristics to: (1) evaluate resident and faculty preferences; (2) determine if specialized search characteristics on the four systems affect system selection and differ by user group; (3) determine if search patterns differ by medical specialty group; and (4) determine the impact of library support on system utilization. Tables and graphs highlight the findings of the study. The survey instrument and 12 references are included. (MAB)

ED 331 526 IR 053 588

Fox, Lynne M. And Others.

Partnership for the Future: Information Literacy
in Nursing Education.

Pub Date—Oct 90

Note—34p. Paper presented at the Annual Conference of the Northern Rocky Mountain Educational Research Association (Greeley, CO, October 6, 1990). For a related report, see IR 053 574.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Assignments, Course Content, Course Descriptions, *Course Integrated Library Instruction, *Course Objectives, Curriculum Guides, Higher Education, *Instructional Materials, *Nursing Education

Identifiers—University of Colorado

Arguing that today's nursing students will be better prepared to face future challenges if they possess information literacy skills, this paper describes an information literacy program which has been integrated into the University of Northern Colorado's School of Nursing curriculum. Information literacy is described and defined, and the four goals of the information literacy program are outlined: (1) to teach students how information is identified and defined by experts; (2) to teach students how information sources are structured; (3) to teach students how information sources are intellectually accessed; and (4) to teach students how information sources are physically organized. Three assignments—the "Nurse Educator Paper," a citation index exercise, and a CD-ROM computer search exercise—are described, and copies of these assignments are appended. The four methods by which the program is evaluated are described and results of evaluations using two of these methods are provided. Appended materials include copies of the three assignments; discussion questions and a bibliography on "Anatomy of a Disagreement"; mailing addresses of the three presenters; a five-item resource bibliography; and a lecture outline. (MAB)

omy of a Disagreement"; mailing addresses of the three presenters; a five-item resource bibliography; and a lecture outline. (MAB)

ED 331 527 IR 053 667

Nitecki, Joseph Z.

Selected Thematic Priorities in American Graduate Introductory Courses to Library and Information Science.

Pub Date—90

Note—87p.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Faculty, *Course Content, Curriculum Design, Educational Trends, *Graduate Study, Higher Education, *Information Science, Instructional Improvement, *Introductory Courses, Library Schools, *Library Science, Mail Surveys, Tables (Data), *Teacher Attitudes
Identifiers—Canada, United States

A two-part questionnaire was mailed early in 1990 to all graduate schools of library and information science accredited by the American Library Association to solicit their views on the impact of the changing information environment on the content of introductory courses in the field. The first part focused on the administrative aspects of the introductory courses, and the second requested each respondent to prioritize a number of topics in a hypothetical syllabus for such a course on a four-part scale. This report is based on responses from the faculty responsible for introductory courses in 34 (56.6%) of the graduate library schools, all of which offered an introductory course. It was found that the course was required by all of these institutions, the lecture format was the most popular teaching method, and the focus of most programs was theoretical. Clear consensus was not found on the course content; in fact, the study provided some evidence of overall weak agreement among the profession's faculty. The overall concept of the profession emerged as a social institution concerned about its professional status and focusing primarily on issues of intellectual freedom, censorship, communication, and information policy. The predominant themes of the course were the philosophy, theory, and historical background of the discipline. This study seems to reinforce the perception of librarianship and information science as a discipline in transition. Seven appendixes include the survey questionnaire, a summary of responses from U.S. and Canadian libraries, and details of the analysis. (11 references) (BBM)

ED 331 528 IR 053 676

White, Charles S.

Information Technology and the Informed Citizen:
New Challenges for Government and Libraries.
ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-2; EDO-SO-91-4

Pub Date—May 91

Contract—R188062008; R188062009

Note—4p. This digest was produced jointly by the ERIC Clearinghouse on Information Resources and the ERIC Clearinghouse for Social Studies/Social Science Education.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Depository Libraries, Information Dissemination, Information Networks, Information Technology, *Library Role, Library Services, *Technological Advancement, Telecommunications, *User Needs (Information)

Identifiers—ERIC Digests

Arguing that the foundation of a free civilization is an informed citizenry, this ERIC digest discusses the new challenges faced by the government and libraries in the wake of the Information Age. As electronic technology has accelerated the production and transmission of information, it has become more difficult for the average citizen to access, locate, and interpret information. As a result, the role of libraries as gateways to information, most notably government depository libraries, has become even more essential. The growing availability of electronically based public information carries both bene-

fits—i.e., more information can be tapped more rapidly—and costs. Some of these costs and issues are: the need for the formation of government information dissemination policies; the effects of the privatization of information sources; the lack of usability of government information by the user; and equity of access. Providing a gateway to networks of electronic information is only one of the challenges facing libraries: libraries must also act as guides and educators. It is concluded that libraries must interact effectively with the government, educational institutions, and the commercial sector to successfully meet the information needs of citizens in a 21st-century democracy. (9 references) (MAB)

JC

ED 331 529 JC 890 331

Muraski, Ed. Coy, John

A Model of Student Success Strategies Development.

Treasure Valley Community Coll., Ontario, CA.

Pub Date—Feb 89

Note—24p. Paper presented at the Student Success Strategies Conference (4th, Portland, OR, February 8-10, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, *Access to Education, Community Colleges, Educational Diagnosis, *Educational Strategies, Questionnaires, School Holding Power, *Student Placement, Testing Programs, Two Year Colleges

Identifiers—*Treasure Valley Community College OR

This packet of materials provides information on the development of a Student Success Plan at Treasure Valley Community College in Oregon. The packet includes the following: (1) an outline of the steps involved in developing a plan to ensure student success through activities related to student access, assessment, and intervention; (2) results of a college-wide survey of staff attitudes regarding student assessment and placement, academic standards, and intervention; (3) definitions of access, assessment, and intervention; (4) a guide for group leaders to help them lead discussions concerning the development of Student Success Plan proposals; (5) results of surveys conducted to evaluate the Student Success Plan proposals; and (6) the approved success plan, which includes the 70 top ranked proposals for ensuring student success. The items receiving the most support were to develop a yearly schedule to help students plan their programs; improve communication between areas and departments; develop a manual for advisors; continue media exposure through news releases, feature articles, etc.; increase faculty and staff awareness of course offerings; educate and develop rapport with high school counselors; continue the tutoring program; and develop a student handbook. (ALB)

ED 331 530 JC 890 342

Groz, Karen Sue, Ed.

Issues in California Community Colleges.

Academic Senate for California Community Colleges, Sacramento.

Pub Date—89

Note—73p.

Journal Cit.—Forum; v6 Sum 1989

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Principles, Affirmative Action, *College Administration, Community Colleges, Educational History, *General Education, *Handicap Discrimination, *Participative Decision Making, Policy Formation, State Legislation, Teacher Selection, Two Year Colleges

Identifiers—*Assembly Bill 1725 (California), *California

This issue of Forum, a journal designed to permit California community college faculty to share ideas, contains six articles focusing on issues related to the enactment of Assembly Bill 1725 (AB 1725). The first article, "Your Father's Oldsmobile: The Uses of Tradition in Core Programs," by John McFarland, analyzes the development of general education programs in U.S. higher education. "Management

Wisdom through the Ages," by Jack Scott, discusses management techniques throughout history, focusing on six main tenets: selecting effective personnel, listening carefully, anticipating problems, correcting mistakes, maintaining integrity, and persevering. Next, Cy Gullasa argues, in "Collaborative Governance in the Foothill-DeAnza Community College District," that the increased faculty and student roles in district governance mandated by AB 1725 can be achieved through the use of policy development groups, and provides a detailed description of the Foothill-DeAnza budget policy group. "Meeting the Needs of the Disabled," by Karen S. Gross, argues that the failure to meet the needs of disabled students results in a college culture that overlooks the moral and intellectual worth of an individual, thus contradicting the aim of education. Finally, "Theory into Practice: Knowledge and Skills Gained in Graduate School Applied to College Administration," by Ann Stephenson and Jan Moser, applies skills and concepts which the authors learned in graduate school to college administration. The journal concludes with a model of contract faculty hiring procedures prepared by the Academic Senate Educational Policies Committee. (JMC)

ED 331 531 JC 900 439

Selected Collective Bargaining Agreements of Ohio Two-Year Colleges.
National Education Association, Washington, D.C.
Pub Date—[89]

Note—120p. Part of a collection of collective bargaining agreements compiled by the National Education Association. For a related document, see ED 294 609. Poor quality type throughout.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Collective Bargaining, *College Faculty, *Community Colleges, *Employment Practices, *Faculty College Relationship, *Fringe Benefits, *Grievance Procedures, *Leaves of Absence, *Negotiation Agreements, *Personnel Policy, *Teacher Dismissal, *Teacher Retirement, *Teacher Salaries, *Teacher Strikes, *Teacher Welfare, *Two Year Colleges, *Unions

Identifiers—National Education Association, *NEA Contracts, *Ohio

This collection of collective bargaining agreements contains contracts for two Ohio two-year colleges. The first agreement, between Edison State Community College and the Edison State Education Association, covers the contract period from 1989 to 1992. The 21 articles in the contract set forth provisions related to union recognition, management rights, association rights, contract year, workload and responsibilities, faculty rank and salary, individual contracts, evaluations, personnel files, outside commitments, authorized leaves of absence, supplemental benefits, sick leave, college-related travel, state teachers retirement system (STRS) tax deferral plan, no strike and no lock-out provisions, grievance procedure, termination of employment, separability, alteration of agreement, and term of agreement. The second agreement, between the Jefferson Technical College District Board of Trustees and the Jefferson Technical College Education Association, covers the contract period between 1989 and 1991. The agreement contains 29 articles which focus on the following: management rights, job security, individual contracts, fringe benefits, tuition remission/reimbursement, leaves, payroll deduction option, STRS, the retirement incentive program, additional compensation and contracts, personnel files, evaluations, faculty rank, continued performance, travel policy, workload, reduction-in-force, grievance/arbitration procedure, salary schedule, severability, no reprisal clause, and contract duration. Appendixes contain a grievance report form, a faculty member salaries chart, and a memorandum of understanding. (JMC)

ED 331 532 JC 900 453

Williams, James L. McCarty, Nolan M. Midland's Economy: Past, Present and Future; The Midland/Odessa Economy: Foundation and Future; and Report on Labor Demand in the Permian Basin.
Midland Chamber of Commerce, TX.; Midland Coll., TX. Business and Economic Development Center.

Spons Agency—Permian Basin Private Industry Council, Midland, TX.; Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date—89

Note—59p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Information Analysis (070)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Economic Climate, *Economic Development, *Education Work Relationship, *Employment Patterns, *Futures (of Society), *Graphs, *Housing, *Labor Economics, *Labor Force Development, *Labor Needs, *Occupational Surveys, *Occupations, *Real Estate, *Tables (Data)

Identifiers—*Texas
As part of an effort to identify ways in which Midland College (Texas) and local businesses can respond to the economic needs of the community, these three papers by the Midland's Business and Economic Development Center offer various perspectives on the economic climate and labor market of the Permian Basin. The first report, "Midland's Economy: Past, Present and Future," provides an overview of the economic base of the area in oil and gas and manufacturing; longitudinal data on employment in dependent sectors such as finance, insurance, real estate, construction, transportation, communication, utilities, trade, services, and government; and an analysis of real estate trends in housing, office space, apartments, and retail centers. A discussion of the outlook for Midland's economy concludes the report. Next, "The Midland/Odessa Economy: Foundation and Future," presents information on the external factors which influence the region's oil-based economy, such as international economics and politics, and national tax and energy policies. In addition, the paper discusses the outlook and options for future of the region's economy. Finally, "Report on Labor Demand in the Permian Basin" presents results of a study conducted in 1989 to explore the future labor needs of employers in the 17 county area of western Texas, utilizing a survey of 130 area businesses. Results of the survey, which requested information on the present number of employees and estimated numbers of employees that will be needed by the years 1994 and 2000, are presented in two formats. The first format gives the projected total of employees that will be employed in 1989, 1994, and 2000. The second format presented provides the percentage of total workforce for each occupation in each year. Lists of the fastest and slowest growing fields are included. (JMC)

ED 331 533 JC 910 040

Long Range Strategic Plan, 1990. Florida Association of Community Colleges.
Florida Association of Community Colleges, Tallahassee.

Pub Date—[90]
Note—31p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Planning, *Community Colleges, *Educational Improvement, *Educational Trends, *Futures (of Society), *Long Range Planning, *Mission Statements, *Organizational Objectives, *Professional Associations, *Statewide Planning, *Two Year Colleges

Identifiers—*Florida, *Strategic Planning
The Florida Association of Community Colleges (FACC), comprised of individual faculty, career employees, administrators, and trustees, was organized to promote the development and advancement of Florida public community college education. At the fall 1989 FACC convention, a Long-Range Strategic Planning Committee was established. During the first phase of the planning process, the committee reviewed a series of broad questions concerning the structure and role of the FACC. In phase II, specific issues and questions of relevance to community college education in Florida were identified. In phase III, eight planning goals, to be addressed over a 5-year period, were developed: (1) mobilizing public support to influence legislation; (2) increasing FACC membership; (3) focusing statewide attention on international education; (4) supporting the growth of high technology; (5) increasing cooperation and coordination among community colleges; (6) enhancing communication and collegiality among community college groups; (7) increasing cooperation among all sectors of public education; and (8) supporting diversity through the involvement and enhancement of minority populations. This five-year strategic plan reviews the issues and questions identified during each phase of the planning process; outlines specific objectives for each of the eight goals identified in phase III; lists ongoing committee activities to implement these goals; and provides a detailed time-

line of activities to be completed through December 1995. For each activity in the timeline, the committees, campus chapters, and other organizational entities responsible for implementation are identified. (PAA)

ED 331 534 JC 910 127

Characteristics of Illinois Public Community College Faculty Based on Their Primary Teaching Assignments.

Illinois Community Coll. Board, Springfield.
Pub Date—May 91

Note—57p.
Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Rank (Professional), *Age, *College Faculty, *Community Colleges, *Degrees (Academic), *Educational Attainment, *Employment Experience, *Females, *Full Time Faculty, *Males, *Minority Groups, *Nontenured Faculty, *Part Time Faculty, *State Surveys, *Tables (Data), *Teacher Characteristics, *Tenured Faculty, *Two Year Colleges

Identifiers—*Illinois
Data on the characteristics of full- and part-time faculty at Illinois public community colleges are presented and analyzed in terms of the faculty members' primary teaching assignments for fall 1990. Tables provide statistics on numbers of faculty at each institution disaggregated by gender; age ranges; ethnic/racial classification; employment status; highest degree earned; tenure status; and years of experience/service in present classification. Highlighted findings include the following: (1) 64.7% of all college employees were full- and part-time faculty; (2) overall, 52.7% of the faculty were male, while in baccalaureate/transfer programs, 60.3% were male, and in Adult Basic (ABE)/Adult Secondary (ASE)/remedial programs, 65.5% were female; (3) the average age was 45.3 years, with baccalaureate faculty having the highest average age and general studies the lowest; (4) 83.2% of all faculty were White, and 11.4% were Black (constituting two-thirds of all minorities); (5) 71% of the faculty were employed on a part-time basis, though virtually all general studies (99.8%) and ABE/ASE/remedial (95.8%) instructors worked part-time; (6) most faculty possessed a master's or a more advanced degree, although variations existed by type of instructional program; (7) faculty averaged 7.3 years as instructors at their institutions; (8) the four programs employing the largest number of faculty were basic skills, office occupations and systems, English, and management; and (9) 95% of the full-time faculty were concentrated in the baccalaureate/transfer and occupational programs. (JMC)

ED 331 535 JC 910 154

Report of Trends in Enrollment of Transfer: New Jersey Public Institutions, 1987-1989. Part I.
New Jersey State Dept. of Higher Education, Trenton.

Pub Date—Feb 91
Note—19p.; Prepared by the Transfer Advisory Board.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Transfer Students, *Community Colleges, *Educational Mobility, *Enrollment, *Enrollment Trends, *Feeder Patterns, *Higher Education, *Longitudinal Studies, *Public Colleges, *State Surveys, *Tables (Data), *Transfer Programs, *Two Year Colleges, *Two Year College Students, *Universities

Identifiers—*New Jersey
Designed to examine New Jersey's articulation policy for two- and four-year public institutions, this report by the Transfer Advisory Board (TAB) analyzes longitudinal transfer data gathered from the state's public universities, state colleges, and community colleges for 1987 through 1989. Following a brief introduction, the first part of the report presents a historical overview of statewide articulation efforts, highlighting particularly the Full-Faith-and-Credit policy established in 1973 and updated in 1983. A description is also provided of the creation and role of TAB, a board comprised of representatives from the state colleges, community colleges, and business and industry, responsible for monitoring and addressing the major issues and concerns of the articulation process. In the next sections of the report, data are analyzed for "receiving" and "sending" institutions. Selected findings

include the following: (1) transfer students comprised one-third of the new degree-seeking undergraduates (NDSU's) at New Jersey senior public institutions in 1988, and 37% in 1989; (2) in 1988, New Jersey community colleges contributed 46% of the transfers ($n=3,491$), as compared to 43% ($n=3,676$) in 1989; and (3) in 1988, the public universities enrolled 41% of the total NDSU's and 37% of all transfers to state's public senior institutions; and (4) for both years, 43% of the NDSU's attending the New Jersey Institute of Technology were transfer students; and (5) in 1989, the state colleges enrolled 63% of all NDSU's and 59% of all transfers entering the New Jersey senior public system. The report concludes with recommendations related to the articulation policy and information-gathering techniques. (JMC)

ED 331 536 **JC 910 157**
State Tax Fund Appropriations for Operating Expenses of Community Colleges.

Illinois State Univ., Normal, Center for Higher Education.

Pub Date—Feb 91

Note—8p.

Available from—Grapevine, Center for Higher Education, Illinois State University, Normal, IL 61761-6901.

Journal Cit—Grapevine; n369 p3035-40 Feb 1991
 Pub Type—Numerical/Quantitative Data (110) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Budgeting, *Capital Outlay (for Fixed Assets), *Community Colleges, Comparative Analysis, *Educational Facilities Improvement, *Educational Legislation, *Financial Support, *Full State Funding, *Life Cycle Costing, *National Surveys, *Needs Assessment, *Operating Expenses, *State Aid, *Tables (Data), *Two Year Colleges

The "Grapevine" newsletter has been published since 1958. Its subtitle says "Reports on State Tax Legislation; state appropriations for universities, colleges, and community colleges; legislation affecting education beyond the high school." This issue contains a feature article focusing on community colleges: "State-Tax-Fund Appropriations for Operating Expenses of Community Colleges." Data tables are presented on the tax support received by community colleges via two basic funding patterns (i.e., "state-aided" institutions, which receive state and local funding, and "state" institutions, which receive state funding only. These data tables cover: (1) percentages of two-year gain in appropriations for community colleges and for all higher education operating expenses; (2) appropriations of state tax funds to "state-aided" public community colleges for annual operating expenses, fiscal years 1988-89, 1989-90, and 1990-91, with percentages of two-year gains; and (3) appropriations of state tax funds for annual operating expenses of "state" community colleges for fiscal years 1988-89, 1989-90, and 1990-91, with percentages of gain over the most recent two years. (JMC)

ED 331 537 **JC 910 162**

Hecht, Alfred
Weekend Classes at Parkland College.

Parkland Coll., Champaign, Ill.

Pub Date—91

Note—20p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, Community Colleges, Enrollment, Higher Education, Participant Satisfaction, Program Development, Questionnaires, *Student Attitudes, *Student Characteristics, *Student Educational Objectives, *Student Needs, *Two Year Colleges, *Two Year College Students, *Weekend Programs

Identifiers—Parkland College II.

Designed to provide data and recommendations for the expansion of Saturday offerings in Illinois' Parkland College's (PC's) weekend program this report examines PC's current program, drawing on information from exemplary weekend programs at other institutions and on a survey of interest among PC's Saturday students. First, a student profile, based upon the characteristics of Spring 1991 Saturday students, indicates that females were more likely than males to enroll in Saturday classes, 68% of the Saturday students were 25 years of age or older, and 66% of the Saturday enrollees were pursuing a career-oriented degree. Following a brief

overview of the development of weekend colleges, the report explores program characteristics at both two- and four-year institutions, including credit and non-credit offerings, and frequency and scheduling of classes. Next, weekend class offerings and enrollment at PC are reviewed. The results of the Saturday student survey are then presented. Selected findings, based on responses from 248 students (45%) in 21 classes, include the following: (1) the most often cited reasons for enrolling in Saturday classes were convenience for work or for home schedules; (2) respondents' ranking of day and time preferences were, in order of priority, Saturday morning, Monday to Thursday evenings, Saturday afternoons, and Friday evenings; and (3) students' most frequent suggestion for program improvement was to "offer a greater variety of courses." The report concludes with a discussion of recommendations concerning the variety of courses offered; scheduling strategies, staff development, and program evaluation. The questionnaire is appended. (JMC)

ED 331 538 **JC 910 183**

Tudor, Dan, Ed.

Compendium of Selected Data & Characteristics, 1989-90: University of Kentucky Community College System.

Kentucky Univ., Lexington, Community Coll. System.

Pub Date—Feb 91

Note—105p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Faculty, College Graduates, College Programs, *Community Colleges, Educational Finance, *Enrollment Trends, Expenditures, *Financial Support, Operating Expenses, Professional Development, State Surveys, *Student Characteristics, Tables (Data), Teacher Characteristics, Teacher Salaries, Trend Analysis, Two Year Colleges, Vocational Education

Identifiers—Kentucky

A history of the development of the University of Kentucky Community College System (UKCCS) and selected data on 1989-90 enrollments, instructional programs, financial support, and student characteristics comprise this report. Section I focuses on enrollment, providing fall 1989 headcount data for each of the 15 UKCCS campuses aggregated by full-/part-time status, class, gender, and residence; enrollment data for 1964 and fall 1980-1989; full-time equivalent enrollment (FTE) for 1964 and fall 1980-1989; and headcount enrollment of first-time freshmen from 1979-1989. Section II presents or compares headcount enrollment by degree level; transfer, technical and non-degree enrollments by gender; number and percent of credit hours offered and FTE enrollments by degree level and course level; declared majors; number of graduates by degree awarded, by technical program, and by year; number and type of library materials; highest degree attained by UKCCS faculty; staff and faculty development activities; number of students served by type of continuing education unit (CEU); number of CEU's awarded by type; and number of individuals served by community service activities. Section III analyzes the financial support base of UKCCS, detailing general fund expenditures by function, and average salaries by rank for teaching faculty. Section IV explores student characteristics, including mean American College Testing Program scores of first-time freshmen by test subject area, and by year; estimated family incomes; ethnicity; and age groups of first-time freshmen. A directory of UKCCS staff and 37 data tables are included. (WJT)

ED 331 539 **JC 910 190**

Hull, Dan, Comp. Parnell, Dale, Comp.

Tech Prep Associate Degree: A Win/Win Experience.

Center for Occupational Research and Development, Inc., Waco, Tex.

Pub Date—91

Contract—ISBN-1-55502-392-4

Note—423p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, *Articulation (Education), Associate Degrees, *College School Cooperation, Community Colleges, *Consortia, *Cooperative Programs, Government

Role, High Schools, *Job Training, Leadership, Models, Program Descriptions, Program Design, Program Development, Retraining, School Business Relationship, State School District Relationship, *Technical Education, Transfer Students, Two Year Colleges, Two Year College Students, Vocational Education

Identifiers—*2 Plus 2 Tech Prep Associate Degrees

Designed to serve as a "how to" guide for policy-makers, and state, federal, and institutional leaders, as well as public school and higher education practitioners interested in developing a Tech Prep/Associate Degree (TPAD) consortium, this book provides a detailed synthesis of successful TPAD consortia and programs. The first five chapters offer a rationale, methodology, structure, process, and advice for forming and operating a TPAD consortium. These chapters include: (1) "Every Student a Winner: The Case for TPAD" (D. Parnell); (2) "Getting Off the Ground: The Basics of Developing a TPAD Consortium" (D. Hull); (3) "A Solid Foundation: The Role of Applied Academics" (L. Pedrotti); (4) "It's a Team Effort! Developing and Implementing a TPAD Program" (M. Dutton); and (5) "Smoothing the Rough Spots: Identifying Issues and Overcoming Obstacles" (C. Belcher). Next, chapters 6 and 7 present "Success Stories: Examples of Working TPAD Programs" (D. James; D. Ingram; H. Padden; D.M. Walter; and S. Vigil); and "Retraining for Technology: TRAP for Adults" (W. Edling, A. Sosbe; S. Evert; and S. Malmrough). Chapters 8 and 9, "Getting 'Em and Keeping 'Em" (J. Marmaras; L. McClure; G. Harpole; and A. Miller); and "The Employer's Role: Connecting Students to the Marketplace" (C. Marsalis; M. Rice), address the issues of recruiting, retaining, and employing TPAD students. Finally, chapter 10, "How Do You Feel about TPAD? (A Forum of Satisfaction and Concerns)" (B. Segura; J.F. Yeager; E. Marcom; T. Parker; C. Rouse; C. Phillips; H. Palmer; S. Shields; and E. Henderson), examines the feelings and appraisals of those playing key roles in existing consortia. Appendices provide curriculum models for TPAD; facts about applied academics; using applied academics to improve general and vocational education in the high school; and references and resources. (MPH)

ED 331 540 **JC 910 194**

Seybert, Jeffrey A. And Others

Assessment of Institutional Effectiveness in Community Colleges: The Transfer Function.

Pub Date—91

Note—42p; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, *College Outcomes Assessment, *College Transfer Students, Community Colleges, Comparative Analysis, Followup Studies, Graduate Surveys, Higher Education, *Research Design, Research Methodology, Self Evaluation (Groups), State Surveys, Student Attitudes, Student Educational Objectives, Tables (Data), Two Year Colleges, Two Year College Students, Universities

Identifiers—*Effectiveness Assessment Matrix (Seybert), *Johnson County Community College KS

In order to measure the effectiveness of Johnson County Community College's (JCCC's) transfer function and to examine an overall approach to research on institutional effectiveness, this paper applies Jeffrey A. Seybert's (1990) Effectiveness Assessment Matrix (EAM) to a transfer follow-up survey conducted at JCCC (Kansas) and to a 1984-85 Kansas statewide transfer study. Introductory material describes the challenges of demonstrating institutional effectiveness for community colleges, explores the particular problems associated with assessing the transfer function, and lays out the conceptual components of the EAM. The Matrix's two dimensions (i.e., internal vs. external audiences and student vs. institutional variables) are examined, yielding the following multiple indicators of community college effectiveness: (1) internally-directed student measures (e.g., satisfaction of individual educational objectives); (2) externally-directed student measures (e.g., performance on professional licensure exams); (3) internally-directed institutional measures (e.g., results of program reviews); and (4) externally-directed institutional measures (e.g., employer evaluations of student

preparation). Next, the paper identifies seminal questions regarding transfer and, by applying the EAM, determines that the appropriate data elements and measures to answer these questions can be obtained by using JCCC's transfer student follow-up survey and the Kansas statewide survey which compared transcripts/reports of transfer and native students at senior institutions. Though the bulk of the paper focuses on the use of the EAM in analyzing the two studies, methodology and results of each study are also summarized. The report concludes with recommendations gleaned from study results and with a discussion of the strengths of the EAM approach to assessing institutional effectiveness. (JMC)

ED 331 541

JC 910 202

Slark, Julie. And Others.

Rancho Santiago College Climate Survey Report. Research, Planning and Resource Development Report.

Rancho Santiago Community Coll., Santa Ana, Calif.

Pub Date—Dec 90

Note—70p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Affirmative Action, *College Environment, College Faculty, Community Colleges, Faculty College Relationship, *Job Satisfaction, *Morale, Salaries, *School Effectiveness, *School Personnel, School Surveys, Self Evaluation (Groups), Tables (Data), Two Year Colleges, *Work Environment

In February 1990, a study was conducted by the Rancho Santiago College (RSC) Research Committee and Planning Council to assess institutional effectiveness, using college climate as one correlate of RSC's success. A staff morale survey instrument, distributed to all full- and part-time faculty and staff, yielded an overall response rate of 36%, and a full-time staff response rate of 46%. Major findings included the following: (1) on a scale of one to eight, with eight being highest, satisfaction with position received an average rating of 6.4 (5.6 by full-time classified staff, 5.4 by supervisory staff, 6.8 by faculty, and 7.0 by administrators); (2) respondents generally expressed satisfaction with work environment, cooperation within their work units, interaction with their immediate supervisor, and college communication; (3) all respondents rated satisfaction with their salary at 5.5, though ratings varied by employee group; (4) respondents confirmed RSC's commitment to advancing affirmative action goals and to serving the needs of a diverse student body; (5) in response to the question "Generally, do you think the college staff has a unified commitment to student success?" 26% replied "definitely, all of us," while an additional 59% answered "yes, most of us"; (6) most respondents were aware of institutional mechanisms providing opportunities to participate in decision making; and (7) classified and part-time staff and occasionally supervisory staff tended to report less satisfaction than other groups. Tabulated responses and the survey instrument are appended. (JMC)

ED 331 542

JC 910 204

Hecht, Alfred

Parkland College LRC/Library Adequacy.

Parkland Coll., Champaign, Ill.

Pub Date—10 Apr 91

Note—7p.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Libraries, Community Colleges, Comparative Analysis, Financial Problems, Financial Support, *Learning Resources Centers, Library Collections, Library Facilities, Library Personnel, *Library Standards, Library Statistics, *Resource Allocation, *Retrenchment, Two Year Colleges

Identifiers—Parkland College IL

In Spring 1991, the LRC (Learning Resources Center)/Library at Parkland College (PC) was quantitatively assessed in terms of staff size, collection size, budget allocation, circulation, and space allocation. Adequacy indicators from fiscal year (FY) 1991 and FY90 were compared to those from FY88. In addition, PC's LRC/Library was compared to measures averaged from other selected community colleges in Illinois, and to the 1990 Quantitative Standards for Two-Year College Learning Resources Programs produced by the American Li-

brary Association (ALA). Analysis of the data revealed that: (1) although PC's 1991 LRC/library staff had been reduced by 7.75 full-time equivalent (FTE) positions since 1988, its current FTE was consistent with the average across the state and was greater than the minimum recommended by the ALA; (2) PC's 1991 LRC/library book collection included almost 9,000 more titles than in FY88, more than 30,000 more books than the average for Illinois community colleges, and exceeded the ALA "excellent" rating by almost 15,000 volumes; (3) PC's FY91 library budget allocation, representing 3.4% of the total college operating budget and an increase of 0.2% over FY88, was 0.4% less than the average allocation for the Illinois community colleges, and was below the ALA minimum standard; (4) the college's LRC/library circulation transactions, totaling almost 90,000 in FY90, were almost 30,000 greater than in FY88, amounting to more than two-and-one-half times the average for Illinois community colleges; and (5) as a result of reorganization at PC, the LRC/library had lost over 2,400 assigned square feet, falling 20,000 square feet short of the ALA minimum standard. Overall, PC's LRC/Library was performing well, although recent budget cutbacks affecting staffing and materials continued to threaten adequacy. (JMC)

ED 331 543

JC 910 208

O'Hara, Leonard F.

Institutional Ethical Practices and Faculty Professional Self-Esteem: Survey Report.

Paducah Community Coll., KY.

Spons Agency—Daytona Beach Community Coll., FL; Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date—[91]

Note—14p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *College Faculty, *College Presidents, Community Colleges, Comparative Analysis, *Faculty College Relationship, Faculty Development, Questionnaires, *Self Esteem, Surveys, *Teacher Attitudes, Teacher Morale, Two Year Colleges

In November 1990, 25 community colleges participated in a study of variables known to have a significant influence on the professional self-esteem of faculty and which in turn should affect the quality of the teaching and learning environment. Questionnaires were distributed to all full-time faculty members (N=2,162) and chief executive officers (N=25) of the colleges to determine perceptions of the administration's commitment to faculty self-esteem; the influence of faculty on issues that enhance self-esteem, on the college's budget, and on institutional planning; information exchange; honesty, consistency, and sensitivity in dealings with faculty; faculty control over classroom-related matters; and professional development opportunities. Study findings, based on a 60% response rate from faculty and an 80% return from the presidents, included the following: (1) as a group, the presidents gave higher ratings to all items than did the faculty; (2) faculty did not tend to feel that they had power in determining the campus budget; and (3) faculty tended to agree that they had control over classroom-related matters and that the institution supported opportunities for faculty professional growth and renewal. The survey instrument is attached. (WP)

ED 331 544

JC 910 209

Report to the General Assembly [of Illinois].

Illinois Community Coll. Board, Springfield.

Pub Date—Mar 91

Note—16p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Budgets, College Outcomes Assessment, *Community Colleges, Educational Finance, Federal Aid, *Institutional Characteristics, *Institutional Mission, Labor Force Development, Mission Statements, *Operating Expenses, Outcomes of Education, School Business Relationship, School Statistics, State Aid, State School District Relationship, State Surveys, *Student Characteristics, Student Educational Objectives, Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—*Illinois

In this nine-part report to Illinois' General Assembly, the Illinois Community College Board (ICCB) reviews Board powers and duties, and sys-

temwide goals, financial resources, student characteristics and outcomes, educational programs, training and economic development activities, programs for special populations, and current issues of importance to the ICCB for fiscal year (FY) 1990. Selected data reported include the following: (1) operating funds for the Illinois community colleges came primarily from local tax revenues (40.3%), state sources (30.7%), and student tuition and fees (23.5%); (2) expenditures for instruction accounted for over half of the operating costs for the community colleges; (3) the community colleges received approximately \$218 million in grants; (4) first-time students represented 31.9% of fall 1990 enrollments; (5) 72% of the community college students were White, 14.5% African American, 9.3% Hispanic, 3.8% Asian American, and 0.4% Native American; (6) 43% of the community college students were seeking associate degrees; (7) among the approximately 34,000 students who graduated in FY 1990, 11,899 received transfer degrees; and (8) follow-up surveys showed 87% of the graduates to be employed 1 year after graduation. Additional concerns and activities explored in the report include articulation guidelines, transfer programs, customized job training, programs to improve minority student achievement, substance abuse programs, staffing issues, racial and ethnic diversity, and data collection. Statements concerning the mission and philosophy of the ICCB appear throughout the report. (PAA)

ED 331 545

JC 910 212

Geffert, Barbara

Improving the Collection of Student Accounts at Allen County Community College.

Pub Date—4 Mar 91

Note—45p; B.S. Action/Applied Research Project Report, Friends University, Wichita, KS.

Pub Type—Reports - Evaluative (142) - Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Administration, Community Colleges, Comparative Analysis, Educational Finance, *Financial Policy, Financial Problems, Income Contingent Loans, Loan Default, Money Management, *Paying for College, School Accounting, *Student Costs, *Student School Relationship, *Tuition, Two Year Colleges, Two Year College Students

Identifiers—*Allen County Community College KS

During the past several years, Allen County Community College has experienced a growing number of uncollected student accounts. In an effort to encourage timely payment of student charges, lower the number of students receiving payment deferrals, increase cash flow at the beginning of each semester, and reduce the number of bad debts being written off by the college, a series of changes were introduced in the college's collection procedure during the 1990-91 academic year. Among other changes, the college began informing students and parents of payment alternatives including the use of credit cards and the establishment of a payment plan with an independent collection company; implemented a \$35 processing fee for students unable to meet financial obligations at the time of enrollment; and offered students the option of making payments at outreach locations. To assess the effectiveness of these changes, student accounts and revenues data were compared for the two years prior to, and for the year immediately following the intervention. Study results revealed the following: (1) while in spring 1990, only 22% of student accounts were paid in full at the time of enrollment, in spring 1991, 74% of the students had paid their accounts in full; (2) by the twentieth day of class in fall 1990, there was a 46% decrease in outstanding accounts over the previous semester; and (3) the late payment processing fees generated close to \$9,000 during the 1990-91 academic year. Data tables, a literature review, references, and a series of recommendations are included. (PAA)

ED 331 546

JC 910 218

Zeiss, Tony, Ed.

Creating a Literate Society: College-Business-Community Partnerships.

American Association of Community and Junior Colleges, Washington, D.C.; COMBASE, Stockton, Calif.

Report No.—ISBN-0-87117-229-1

Pub Date—91

Note—90p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle,

N.W., Suite 410, Washington, DC 20036 (\$18.00; \$15.00, AACJC members).

Pub Type—Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, College Role, *Community Colleges, Community Development, Cooperative Programs, Futures (of Society), *Labor Education, Labor Force Development, *Literacy Education, Models, Private Financial Support, Program Descriptions, Program Design, Program Evaluation, *School Business Relationship, *School Community Relationship, Two Year Colleges

Brief descriptions are provided of 16 model literacy initiatives undertaken by community colleges in conjunction with local businesses or community groups. Following introductory comments by Barbara Bush, Tony Zeiss, H. James Owen, and Roy Romer, "Literacy: America's Great Deficit," by Earnestine Thomas-Wilson-Robertson and Tony Zeiss, reviews trends affecting the workforce including demographic changes, population migration, access to education and jobs, workplace diversity, women and minorities in the work force, and urban problems. The bulk of the report consists of project descriptions, outlining the unique features, funding sources, operations, and outcomes of the following programs: (1) Developmental English and the Reading Center (C. S. Mott Community College, Michigan); (2) Targeted Learning Center (Clackamas Community College, Oregon); (3) People Educating People and Basic Education Skills Training (College of DuPage, Illinois); (4) Project SPHERE and Project ABLE (Community College of Rhode Island); (5) FOCUS (Delaware County Community College); (6) Center for Basic and Pre-Technical Education (Hawkeye Institute of Technology, Iowa); (7) Center for Adult Basic Education and Literacy (Joliet Junior College, Illinois); (8) Filene's Workplace Education Project (Massachusetts Bay Community College); (9) Regina Workplace Literacy Program (Mississippi Gulf Coast Community College); (10) Workplace Literacy Skill Builders Program (Mt. Hood Community College, Oregon); (11) Initiative for Work Force Excellence (Piedmont Technical College, South Carolina); (12) Columbia-Willamette Workplace Literacy Consortium (Portland Community College, Oregon); (13) Vision 2000 Learning Centers (Pueblo Community College, Colorado); (14) Academic Assistance Program (Quincy Junior College, Massachusetts); (15) Learning Development Center/Stein Initiative (Red Rocks Community College, Colorado); and (16) Perdue Self Development Project (Vincennes University, Indiana). In the concluding chapters, Tony Zeiss and Robert M. Ady consider literacy and work force development as major national challenges. (PAA)

ED 331 547 **JC 910 220**
Farnell, Dale. Rivera, Margaret.

College Chief Executive Officers' Contracts, Salaries, and Compensation.
American Association of Community and Junior Colleges, Washington, D.C.

Report No.—ISBN-0-87117-235-6

Pub Date—91

Note—38p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 (\$10.00; \$7.50, AACJC members).

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Responsibility, *Administrator Role, *Board Administrator Relationship, *College Presidents, Community Colleges, Compensation (Remuneration), *Contracts, *Contract Salaries, Fringe Benefits, Governing Boards, National Surveys, Two Year Colleges
Identifiers—*Chief Executive Officers

Designed as a resource for the development of an employment contract between a community college board of trustees and its chief executive officer (CEO), this "idea book" addresses diverse contractual concerns, such as liability and due process, and discusses the benefits of the contract for both the board and CEO. Drawing on comparative fiscal and contractual information gathered by the American Association of Community and Junior Colleges (AACJC) in a 1990 nationwide survey of commu-

nity, technical, and junior college CEOs, the pamphlet provides an overview of the key elements of the CEO employment contract. The following contract provisions are reviewed: the preamble; contract length; CEO professional responsibilities; compensation; vacation and other benefits; deferred compensation; disability insurance; association dues; life insurance; sabbaticals or study leaves of a special nature; expenses; automobile or automobile allowance; professional liability; medical examination; proposed accomplishments of the CEO; contract renewal; contract termination; savings clause; contract approval; calendar of mandatory actions in respect to the contract; and board policies. Appendixes present the AACJC/CEO survey, with results; and provide samples of the employment contract, the employment contract amendment certification, and fringe benefits. (JMC)

ED 331 548 **JC 910 221**
Honeyman, David And Others

Community College Financing 1990: Challenges for a New Decade.

American Association of Community and Junior Colleges, Washington, D.C.; Florida Univ., Gainesville. Inst. of Higher Education.

Report No.—ISBN-0-87117-228-3

Pub Date—91

Note—61p; For the previous document in this series, see ED 292 533.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 (\$18.00; \$15.00, AACJC members).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Problems, *Budgeting, Budgets, *Community Colleges, Comparative Analysis, Costs, *Educational Finance, *Educational Trends, Enrollment, Federal Aid, Fees, *Financial Policy, *Financial Support, National Surveys, Public Colleges, State Aid, State Standards, Statewide Planning, Statistical Analysis, Student Financial Aid, Tables (Data), Tuition, Two Year Colleges

Drawing from a national survey of state-level community college financial policies and procedures, this report reviews trends in financial support, community college expenditures, tuition, and financial aid. Introductory material examines the relationship among enrollment, tuition, and financial aid. Based on data from 37 states, part I focuses on community college funding indicating an increase in overall levels of support. Data are provided on sources of operating funds by percentage of total funds available, state appropriations for all education, sources of state funds for general operating expenditures; funds allocated on the basis of program costs; reported changes in support mechanisms since fiscal year 1986; sources of funding for non-credit programs; funding for operations by means other than enrollment calculations; percentage of total state funds in support of categorical programs; sources of funds for capital outlay; and sources of local tax revenue in support of community colleges. Part II contains data on mean expenditures per full-time equivalent (FTE) student, including comparable data for 1985. This section also provides information on full-time and part-time headcount enrollments, as well as annual FTE student enrollment figures. States are listed in rank order by expenditure per FTE. Part III offers additional information on the financial support of community colleges, pointing to tuition and fee increases by state and changes in student financial aid. This section concludes with survey responses regarding the most critical problems facing community colleges. The questionnaire and a list of respondents are included. (JMC)

ED 331 549 **JC 910 222**
McKinnon, Norma M.

A Comparison of Teaching Learning Styles by Nursing Instructors and Nursing Students at Northern Maine Technical College.

Pub Date—Mar 91

Note—78p; Ed.D Practicum, Nova University.

Pub Type—Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Students, *Age Differences, Cognitive Style, Comparative Analysis, *Learning Modalities, Learning Theories, *Nontradi-

tional Students, *Nursing Education, Practical Nursing, Questionnaires, Teaching Experience, Teaching Methods, *Teaching Styles, Technical Institutes, Two Year Colleges, *Two Year College Students

Identifiers—*Northern Maine Technical College

At Northern Maine Technical College (NMTC), the mean age of students increased from 19.7 years in 1978 to 28.6 in 1991. In an effort to evaluate NMTC's nursing programs as perceived by traditional students (under 22 years of age) and nontraditional students (22 years of age or older), questionnaires were administered to 59 practical nursing students and 18 associate degree nursing students. An additional survey was developed and administered to 3 associate degree faculty and 10 faculty in the practical nursing program. The study sought to evaluate differences in teaching techniques by type of program, in teaching style by years of teaching experience, and in students' opinion of instruction by student age and cognitive style. While faculty in the associate degree program did not complete surveys, information on their years of teaching experience and instructional methods were obtained from data files and course syllabi. Study findings included the following: (1) no differences were found in the traditional teaching methods employed by practical and associate degree nursing faculty; (2) years of teaching experience did not correlate with teaching methods; (3) the preferred learning methods of traditional students did not differ from those of nontraditional students; (4) students' cognitive style (the means of processing information) did not correlate with preferred learning styles; and (5) the learning modality preferences of the two student groups were more similar than different. A literature review, data tables, the test instruments, and a 48-item bibliography are included. (PAA)

ED 331 550 **JC 910 224**
McClenny, Kay And Others

Building Communities through Strategic Planning: A Guidebook for Community Colleges.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—BellSouth Foundation, Inc. Atlanta, GA.

Report No.—ISBN-0-87117-230-5

Pub Date—91

Note—84p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 (\$18.00; AACJC members \$15.00).

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Administration, *College Planning, Community Colleges, *Institutional Mission, Institutional Research, *Long Range Planning, Master Plans, *Policy Formation, Questionnaires, *School Community Relationship, Self Evaluation (Groups), Two Year Colleges

Identifiers—*Building Communities (AACJC), *Strategic Planning

Using the conceptual framework outlined in "Building Communities: A Vision for a New Century," a 1988 report of the American Association of Community and Junior Colleges, this guidebook explores eight phases in the development and implementation of a strategic plan. Chapter I provides an overview of the planning process and the essential elements and conditions of strategic planning. Chapter II discusses organizational and logistical issues in the "planning to plan" phase, focusing on the planning council, staff support for planning, the role of the governing board, and the use of outside consultants. In chapter III, methods for reviewing and clarifying the college's mission are explored. Chapter IV looks at the process of articulating the values shared by the college and its community, and chapter V presents different approaches to environmental and institutional scanning. Chapters VI and VII explain the processes of identifying strategic issues and formulating the strategic plan. After a discussion in chapter VIII concerning the presentation, approval, endorsement, and dissemination of the strategic plan, chapter IX considers the implementation and follow-up phases and ways of linking strategy to operations and resources. Each of the chapters dealing with particular phases of the strategic planning process concludes with a list of suggested activities and resources. The final chapter

presents a guide for discussion and evaluation of the goal of building communities. Appendices include a self-assessment instrument and Owensboro Community College's (KY) strategic plan, which was developed using the eight-phase process presented in the guidebook. (WP)

ED 331 551 JC 910 225

Gillett-Karam, Rosemary. *And Others*
Underrepresentation and the Question of Diversity: Women and Minorities in the Community College.

American Association of Community and Junior Colleges, Washington, D.C.

Report No.—ISBN-0-87117-225-9

Pub Date—91

Note—271p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 (\$32.50; \$24.50, AACJC members).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Books (010)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Activism, *Affirmative Action, Change Agents, Community Colleges, Cultural Differences, Cultural Pluralism, *Educational Change, Educational History, Educational Legislation, Equal Education, Ethnic Discrimination, Ethnic Groups, *Females, Feminism, *Leadership, *Minority Groups, Political Influences, Racial Discrimination, Sex Discrimination, Social Action, Social Change, Social Influences, Two Year Colleges, Womens Education, Womens Studies

Within the context of the history of educational discrimination and related social movements in the United States, this book examines the underrepresentation of women and of racial and ethnic minorities in community college leadership. Chapter 1, "Finding Equality in Egalitarian Educational Institutions," presents the premise of the book, that community colleges have not met their responsibilities to these underrepresented groups. In chapter 2, "Confronting the Language of Diversity," the debates concerning equality and inequality, the meaning of justice, the critical role of culture, and American democracy and pluralism are explored. Chapter 3, "Women: Expression and Experience in Academic Literature," looks at the historical and philosophical premises upon which the "woman question" rests, and reviews recent findings concerning the role of women in education and leadership. In chapter 4, "Minorities: Expression and Experience in Academic Literature," the dilemmas and controversies surrounding racial and ethnic equality are scrutinized, drawing on the legal and educational histories of minority groups. Chapter 5, "Affirmative Action: Then and Now," examines the issues and politics of social movements and their challenges to the status quo. In chapter 6, "Inclusionary Practices: Highlighting Exemplary Programs," the achievements of several organizations, programs, and policies now existing throughout the United States are discussed. Chapter 7, "What the Leaders Are Saying: The Voices of Diversity," presents the views of community college leaders from underrepresented groups. Finally, chapter 8, "Getting There from Where You Are: Increasing Representation and Recognition," provides a timeline and strategies for transforming community colleges. (JMC)

ED 331 552 JC 910 227

Twomey, Janice Louise
Academic Performance and Retention in a Peer Mentor Program at a Two-Year Campus of a Four-Year Institution.

New Mexico State Univ., Alamogordo.

Spons Agency—New Mexico Association of Community, Junior and Technical Colleges.

Pub Date—[91]

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Comparative Analysis, Coping, Group Counseling, Group Guidance, Identification (Psychology), *Mentors, Peer Influence, *Peer Relationship, Peer Teaching, Pretests Posttests, *Program Design, Psychological Testing, Role Models, School Holding Power, Self Esteem, *Social Support Groups, Stress Management, Student Attitudes, *Student Behavior, Two Year Colleges, *Two Year College Students

Identifiers—*New Mexico State University Alamogordo

The peer mentor program at the two-year campus of New Mexico State University at Alamogordo utilizes a stress prevention model of social support. In an effort to determine the most successful program design, two social support models were introduced into the program. In the first, 14 participants received individual, one-on-one support from a mentor, while in the second, 12 students received support in small groups from a single mentor. A control group of 15 students received no support. In both support conditions, students met with the mentor for 1 hour each week to discuss the campus and student-related issues, or to study. All study participants were new to the college. The two different support conditions were compared to assess effects on mentees' grades, retention, identification with the role of student, and psychological well-being. In addition, the effects of mentor-mentee similarity, and the performance and psychological well-being of the mentors were examined. Pre- and post-intervention questionnaires were used to assess psychological outcomes. Study results included the following: (1) the mentored students had higher grade point averages (GPAs) than the students who had no mentors, regardless of whether the mentoring took place in group or one-on-one settings; (2) students who had been mentored in groups returned the following semester at a higher rate than students with individual mentors or students in the control group; (3) there was virtually no change in commitment to the student role in any of the groups; (4) similarities in the attitudes and activities of the mentors and mentees had no effect on GPA or retention; and (5) a detrimental relationship was found between mentor-mentee similarity and the GPA of the mentor. (PAA)

ED 331 553 JC 910 228

Marsh, Ferman. *And Others*

Preliminary Report on Vocational Training for Economic Development. A Preliminary Data Summary for the Report on the Business/Industry Relationships with Kansas Community Colleges and Area Vocational-Technical Schools, 1989-90 Academic Year. Draft.

Kansas State Board of Education, Topeka. Lifelong Learning Div.

Pub Date—[91]

Note—53p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Vocational Education, Community Colleges, Cooperative Programs, Economic Development, *Employment Programs, Industrial Training, *Job Training, Labor Force Development, *On the Job Training, Postsecondary Education, *School Business Relationship, State Surveys, Tables (Data), Technical Institutes, Two Year Colleges, Vocational Schools

Identifiers—Customized Training, *Kansas, *Kansas Industrial Training Program

A statistical overview of the current training opportunities designed to meet the changing needs of business and industry in Kansas is provided in this report, covering services offered by public community colleges, area vocational technical schools, and the Kansas Industrial Training Program. An executive summary, which draws on an extensive series of data tables comprising the bulk of the report, presents the following major findings for the 1989-90 school year: (1) Kansas public community colleges and area vocational schools served 1,291 businesses/industries and 65,341 employees with credit courses and non-credit services; (2) each business/industry served received an average of 2,127.3 hours of vocational training for a total of 2,746,331 hours provided by community colleges and area vocational schools; (3) 9 area vocational schools and 8 community colleges provided 708,144 hours of customized instruction to 32 businesses and 1,611 employees through the Kansas Industrial Training Program; (4) the average community college or area vocational school provided vocational training to 1,931 employees of 38 businesses/industries and offered 153 courses in a variety of program areas; (5) overall, community colleges and area vocational schools offered over 5,046 courses in vocational training programs for Kansas businesses; (6) community colleges provided vocational training to slightly more businesses (.5% increase), 36% more employees, and for 10% more hours than in 1988-89, while area vocational schools experienced a reduction in services during 1989-90; and (7) each

employee served by vocational training received an average of 32 hours of instruction. (JMC)

ED 331 554 JC 910 230

Thompson, Mary J. O'Brien, Terrance P.

Learning Styles and Achievement in Postsecondary Classrooms.

Pub Date—3 Apr 91

Note—18p; Paper presented at the Annual Conference of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adult Students, Age, Age Differences, Analysis of Variance, Cognitive Measurement, *Cognitive Style, Community Colleges, *Grades (Scholastic), *Grading, Personality Traits, Sex, Teacher Behavior, Teacher Influence, *Teacher Student Relationship, *Teaching Styles, Two Year Colleges

Identifiers—*Gregorc Style Delineator

Considerable study has been focused on relationships between learning styles and other characteristics and conditions, such as teaching styles, achievement, student age, and student gender. In 1991, a study was conducted on two campuses of a comprehensive community college in the southeast to measure the effect on course grades of the relationship between matched and mismatched teaching and learning styles, and between learning styles and student age and gender. The Gregorc Style Delineator (GSD) was employed to determine the dominant styles of both teachers (N=16) and students (N=207). GSD uses a quaternary design to place study subjects in one of the following learning styles: Concrete Sequential (CS), Abstract Sequential (AS), Abstract Random (AR), and Concrete Random (CR). Data from the study were analyzed using two analysis of variance (ANOVA) models. In the first ANOVA model, significant main effects were manifested in regard to teaching style and age group. In addition, significant interaction effects were observed between teaching style and student age group (i.e., CS, AS, and AR teachers assigned higher grades to students 25 years of age and older, while the pattern for grades assigned by CR teachers was reversed). Similar effects were observed between teaching style and student gender. In the second ANOVA model, no significant main effects were present for either student learning style or matched and mismatched conditions. However, analysis of data suggested that students whose learning styles were mismatched with the styles of their teachers tended to receive higher grades. A 24-item bibliography is included. (JMC)

ED 331 555 JC 910 232

Hodges, Daniel L.
Entrance Testing and Student Success in Writing Classes and Study Skills Classes: Fall 1989, Winter 1990, and Spring 1990.

Lane Community Coll., Eugene, Oreg.

Pub Date—4 Sep 90

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, Grades (Scholastic), Institutional Research, Predictive Validity, Predictor Variables, Prerequisites, Reading Skills, *Reading Tests, Reading Writing Relationship, Required Courses, *Screening Tests, *Student Placement, Two Year Colleges, *Two Year College Students, *Writing Skills

Identifiers—Lane Community College OR

At Oregon's Lane Community College (LCC), all full-time students and students enrolled in English Composition (WR121) are required to take a 35-item writing placement test. Students with test scores deemed "marginal" (i.e., those scoring between 20 and 24 points) are advised to take a preparatory course (WR120) before enrolling in WR121, while students scoring below 20 points are required to first complete the lower-level course. All students scoring below 25 are also required to take a reading test. In spring 1990, a computer program was developed to examine the relationship between test scores and grades earned in a variety of classes at LCC. Study findings for the 1989-90 school year included the following: (1) both writing and reading test scores were positively correlated with grades earned in WR121 and in an advanced writing course (WR122); (2) among new students with marginal writing test scores, 66% of those who took WR121

immediately following the screening test received a C grade or better, while only 54% of those who took the course at a later time performed as well; (3) among students with marginal reading test scores, 66% of those who took the preparatory course (WR120) later received a C grade or better in WR121, as compared with only 46% of the marginal readers who did not take the preparatory course; (4) while writing test scores were positively correlated with students' grades in a technical report writing course, reading test scores showed no correlation; (5) students' writing test scores showed almost no correlation with performance in WR120; and (6) reading test scores were not highly correlated with student success in study skills courses. Data tables are included. (PAA)

ED 331 556 JC 910 233

Belcher, Marcia J. Baldwin, Anne
The Community College and Transfer: Some Indicators from State Data. Research Report No. 91-05R.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Mar 91

Note—31p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Associate Degrees, College Outcomes Assessment, *College Transfer Students, *Community Colleges, Comparative Analysis, Followup Studies, Grade Point Average, Higher Education, School Statistics, Self Evaluation (Groups), *State Norms, State Surveys, Tables (Data), *Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—*Florida

Designed to facilitate the dissemination of information, particularly within Miami-Dade Community College (M-DCC), this report consolidates transfer statistics on Florida's community colleges provided by several state sources. These sources include the annual Articulation Report published by the Division of Community Colleges, the annual State University System (SUS) Factbook published by the Board of Regents, the state-level program review, and a data file produced annually as part of the placement and follow-up process mandated by the state. Selected findings presented in the report include the following: (1) the number of community college transfers increased by almost 25,000 students between fall 1979 and fall 1989, with 17% of the fall 1989 transfers listing M-DCC as the last college they had attended; (2) 58% of the 1988-89 Associate in Arts (A.A.) graduates from M-DCC immediately transferred to the SUS, while 63% of the A.A. graduates systemwide transferred; (3) over 75% of the M-DCC A.A. graduates who immediately continued their schooling in the SUS chose to attend Florida International University; (4) by far, the most popular major for M-DCC transfers was the Business and Management program, selected by 31% of A.A. graduates enrolled in 1988-89; (5) overall, 33% of M-DCC transfers had grade point averages above 3.0, compared to 38.5% of four-year college natives; and (6) during 1989-90, 26% of the upper-division native students graduated, compared to 20% of the community college transfers. The report includes a discussion of the implications of the findings, as well as extensive data tables from which the findings are drawn. (JMC)

ED 331 557 JC 910 235

Sandeen, Garnet Godfrey
The Impact of Proposition 13 on Community Services Programs in Selected Community Colleges in Southern California.

Pub Date—90

Note—176p.; Ed.D. Dissertation, University of California at Los Angeles.

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 1304704).

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Dissertations/Theses - Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors—Budgeting, Case Studies, *Community Colleges, *Community Services, Educational Legislation, Fees, Financial Problems, *Financial Support, Interviews, Literature Reviews, *Non-credit Courses, Politics of Education, Property Taxes, Questionnaires, *Tax Allocation, Two Year Colleges

Identifiers—California

RIE SEP 1991

In 1990, a study was conducted of 10 Southern California community colleges to determine the effect of a 1978 tax reform/limitation initiative (Proposition 13) on the funding and scope of their community service programs. The study involved a review of community services literature, an examination of relevant college records, and interviews with community college presidents, Board of Trustees members, deans or directors of community service programs, and a survey of community service faculty. The study utilized a case method approach, and data were collected and collated on a college-by-college basis. In general, findings obtained from college records and documents showed that most of the colleges had, as a result of Proposition 13, decreased their community service program offerings to some extent. In addition, the passage of Proposition 13 caused a shift in funding sources from tax support to user fees or user fees supplemented with funds generated through swap meets, facility rentals, or other activities. About 50% of the colleges showed either no change or an increase in their community service program budget. Over 70% of the colleges showed a marked change in the nature of community service courses since 1978, with emphasis on programs that paid their own way and business- and industry-related curricula. Interview data indicated that obtaining funding required more innovative thinking on the part of administrators, and the faculty survey revealed a feeling of disenfranchisement because of low pay and no benefits, little input into program planning, and loss of status. The interview schedule and survey instrument are included. (JMC)

ED 331 558 JC 910 236

Gabert, Glen
Community Colleges in the 1990s. Fastback, No. 318.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-318-2

Pub Date—91

Note—37p.; This fastback is sponsored by the Trenton Area New Jersey Chapter of Phi Beta Kappa. Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$9.00; \$7.50 members—quantity discounts available).

Pub Type—Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Administration, College Curriculum, College Faculty, College Instruction, *Community Colleges, Demography, *Educational Change, Educational Finance, Educational History, *Educational Trends, *Enrollment Trends, Financial Support, *Futures (of Society), *Institutional Mission, Public Colleges, Relevance (Education), School Personnel, Student Characteristics, Two Year Colleges, Two Year College Students

Designed to provide an overview of the dramatic changes affecting community college education, this booklet presents a history of the movement which established community colleges, examines issues of particular importance in the 1990s, and offers predictions concerning community colleges in the 21st century. Following an introduction and brief history, the booklet profiles today's community colleges, reviewing the mission of two-year institutions and describing the characteristics which distinguish them from four-year schools. Then, student enrollments for the 1990s are discussed in terms of the factors contributing to projected enrollment increases. This section provides vignettes profiling 13 hypothetical students and the circumstances surrounding their enrollment, and highlights the demographic characteristics of the community college students of 1990. The next three sections look at curriculum and instruction; staffing; and finance, respectively, each concluding with a series of relevant questions currently facing community colleges. The final section provides a series of predictions concerning the status of community colleges in the year 2000, foretelling that the student body will include more minorities and persons over the age of 55; that the majority of faculty will have been hired in the 1990s subsequent to massive retirements; and that the academic agendas of fewer community colleges will be dictated by four-year institutions. (PAA)

ED 331 559 JC 910 237

Harden, Harold D.
Challenges of Articulation between Sectors. (Celebrating Leadership for the 21st Century).

Pub Date—27 Mar 91

Note—13p.; Paper presented at Florida State University's National Conference "Celebrating Leadership for the 21st Century" (Tallahassee, FL, March 27-28, 1991).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Advisory Committees, *Articulation (Education), College Planning, College Transfer Students, Community Colleges, Educational History, Educational Legislation, Higher Education, *Intercollegiate Cooperation, *Policy Formation, State Action, State School District Relationship, *State Standards, Statewide Planning, *Transfer Policy, *Transfer Programs, Two Year Colleges, Universities

Identifiers—*Florida

In Florida, the first articulation agreement was made in 1959, guaranteeing the transferability of a set of community college general education courses to the state's universities. A new agreement, accepted by Florida's community colleges and universities in 1971, defined the Associate in Arts (A.A.) degree as a two-year transfer degree. This agreement also established an Articulation Coordination Committee, common course numbering, and a common academic calendar. Subsequent amendments guaranteed A.A. degree students admission to the State University System, and guaranteed the transferability of any course in the system. In order to achieve a common calendar, all 28 community colleges and 9 state universities elected to operate on the semester system. Other statewide efforts to improve articulation include the following: (1) all of the universities and a number of the two-year colleges employ designated articulation officers who coordinate articulation efforts and resolve difficulties in the articulation process; (2) university articulation officers participate in annual visits to community colleges to meet with faculty, administrators, and prospective transfer students; (3) each of the universities publishes articulation manuals for community college counselors to help in advising students on admissions and transfer policies; (4) computerized advisement programs help students develop course plans and determine course requirements; and (5) orientation programs and special scholarships are in place to assist transfer students. The continued success of articulation efforts in Florida in the 1990s will depend upon more extensive faculty-to-faculty relations, and greater involvement by chief executive officers. (PAA)

ED 331 560 JC 910 238

A Study of the Impact of Iowa Community College Continuing Education Programs: Final Report. Iowa State Dept. of Education, Des Moines. Div. of Community Colleges.

Pub Date—Jun 91

Note—137p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Students, Community Colleges, *Continuing Education, Demand Occupations, Educational Assessment, Education Work Relationship, *Employer Attitudes, Followup Studies, Job Skills, Nontraditional Students, *Outcomes of Education, *Participant Satisfaction, Program Evaluation, Questionnaires, Retraining, School Business Relationship, Student Attitudes, Student Characteristics, Two Year Colleges, Two Year College Students, *Vocational Education, Vocational Followup

Identifiers—*Iowa

The Iowa Department of Education, in cooperation with the state's 15 community colleges and Drake University, completed an outcomes study of adult vocational training/retraining programs offered through the Adult and Continuing Education Divisions of the colleges. Study goals were to profile businesses served by the colleges, evaluate employer satisfaction with the quality of the colleges' programs, determine projected employee needs for the 1990s, profile adult students and determine their satisfaction with various aspects of the programs, and identify students' reasons for attending classes. Separate questionnaires were returned from 500 businesses and industries for a 72.57% response rate, and from 8,753 students enrolled in 1989-90 for a 26.83% response rate. Study findings included the following: (1) 93% of the businesses were satisfied with the quality of courses; (2) 60% of the businesses projected increased training needs in

the 1990's; (3) among students, the average age was 38.7 years, 50.7% were high school graduates, and 45.2% were employed full time; (4) 82% of the students were either "very satisfied" or "satisfied" with overall course quality; (5) the majority of the students (57.5%) were attending the program to upgrade skills; and (6) over 70% of the students rated each of four program features (i.e., class environment, class location, registration, and tuition procedures) as "very good" or "good." Recommendations and data tables are included. Appendixes provide a map of Iowa's community colleges, the survey instruments, guidelines for administering the surveys, lists of deans and directors of adult education by district, survey response rates by district, and a series of college press releases about the study. (PAA)

ED 331 561

JC 910 241

Bemacc, Kristina

Sunshine Community College: Student Activities ...

To Be Or Not To Be? Case Study.

Pub Date—91

Note—17p; Graduate seminar paper, University of Florida, Gainesville.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Case Studies,

*College Environment, Community Colleges,

Dropout Research, *Enrichment Activities, *Extra-

curricular Activities, Program Design, School

Holding Power, School Surveys, Social Influ-

ences, Student Attitudes, Student Behavior, Student

Organizations, *Student Participation,

*Student Personnel Services, Two Year Colleges,

*Two Year College Students

Dropout research reveals that students attending

two-year institutions persist at significantly lower

rates than students enrolled in four-year schools. In

addition, the research indicates that student in-

volvement in campus life at any institution increases

the likelihood of persistence. Therefore, a major

challenge for student services staff in community

colleges is to develop activities and programs that

will both broaden the college experience for stu-

dents and increase the number of students partici-

pating in such programs. Encouraging involvement

at community colleges is particularly difficult given

that many students are enrolled part time, work full

time, commute long distances to school, and have

family obligations. Following a review of student

involvement theory and its applicability to the

community college setting, this paper presents a

hypothesis case study of efforts undertaken at

"Sunshine Community College" to increase student

involvement and retention. The case study con-

siders ways that a dean of students may promote

student growth and involvement. For example, the

dean could: (1) survey registering students to de-

termine the numbers actually involved or interested

in becoming more involved, and to assess students'

interests and time constraints; (2) conduct a special

student orientation to promote student activities,

offering each club, organization, and team the op-

portunity to share information about their group

with new students; (3) modify the content of career

courses to include explorations of the relationship

between college experiences and career plans; (4)

create a campus bulletin board to announce events;

(5) allocate campus space and computer facilities to

student organizations; and (6) implement a student

activities fee. (PAA)

ED 331 562

JC 910 243

McCreedy, Joan W.

Computer Literacy: How Much Do You Really

Need To Know?

Pub Date—17 Nov 90

Note—34p; Edited transcript of a paper presented

at the Annual Convention of the Missouri Association

of Community and Junior Colleges (25th,

Lake Ozarks, MO, November 15-17, 1990).

Pub Type—Guides - Non-Classroom (055) —

Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College Planning, Community Col-

leges, *Computer Assisted Instruction, *Com-

puter Literacy, Computer Software, *Computer

Uses in Education, Education Work Relationship,

*Microcomputers, Program Implementation,

Two Year Colleges, Vocational Education

Designed for community college faculty who plan

to employ computers in their classrooms, this paper

defines computer literacy as not only knowing how

to do so. The paper provides examples of inappropriate uses of computer technology in education, presents a brief history of the microcomputer, offers an overview of programming and software languages, and explores the implications of computer technology for community colleges' diverse student body. Next, the following suggestions concerning computer use in the classroom are discussed: (1) know what the computer requirements of four-year colleges and/or industry are for graduates; (2) encourage the use of word processing software in writing assignments; (3) be realistic about student access to computer equipment; (4) assess a program's ability to enhance teaching quality or students' understanding sufficiently to justify its use; and (5) centralize campus purchasing and equipment usage decisions. The paper concludes by suggesting that community colleges should develop computer information-sharing networks with four-year faculty, encourage career and vocational faculty to stay abreast of changes in computer technology, adapt continuing education computer classes to meet students' varied needs, carefully design and manage college computer labs, and create college-wide computer committees to oversee the use of computer technology. Appendixes include a list of software evaluation sources, a guide to word processors, a software acquisition checklist, a discussion of computer needs by program, and additional classroom tips. (JMC)

ED 331 563

JC 910 244

Nolte, Walter H.

Community Colleges and Working Students: Re-

view of the Literature and Research.

Tacoma Community Coll., WA.

Pub Date—[91]

Note—49p.

Pub Type—Information Analyses (070)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, Case Studies, Com-

munity Colleges, *Employment Programs, *Job

Training, *Labor Force Development, Literature

Reviews, Retraining, *School Business Relation-

ship, Two Year Colleges

In an effort to explore the relationship between

employed students and community colleges, this

paper provides an extensive review of the literature

on business and industry connections to higher education.

First, introductory material examines the lack

of comprehensive training programs in U.S. business/industry and the dearth of evaluative research

on the effectiveness of existing job training programs in the literature. Then, a review of the literature

is presented in three main sections: private sector and noneducational literature and studies;

higher education literature and research; and case studies.

Each section of the review consists of a

summary and a critique of relevant books, reports,

studies, and articles. Next, a summary of prominent

themes in the literature is presented, drawing the

following conclusions: (1) most of the literature

describes the benefits of collaboration for educational

institutions and business and industry or details the

economic impact of linkages between academia and

the private sector; (2) themes concerning credit

for industry training, simple and flexible approaches

to the private sector, commitment from top college

leadership, and the importance of providing a quality

educational product are common throughout; (3)

the literature suggests that changing demographics

and the impact of technology will increase the demand

for worker education, especially at the non-

managerial level; and (4) business and industry

must develop methods of identifying the goals and

objectives of workers in order to improve the quality

of linkages between colleges and the private sector

and provide the best possible training for employ-

ees. An 105-item bibliography concludes the re-

view. (JMC)

ED 331 564

JC 910 245

Roughan, Karl

Graduate Employment: An Update Based on the

1989 Graduate Survey, Report RB91-9.

Prince George's Community Coll., Largo, Md. Of-

fice of Institutional Research.

Pub Date—May 91

Note—38p.

Pub Type—Reports - Research (143) — Numeri-

cal/Quantitative Data (110) — Tests/Question-

naires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*College Graduates, Community Col-

leges, Employment, *Employment Patterns, Fol-

lowup Studies, Graduate Surveys, Institutional

Evaluation, *Job Training, *Outcomes of Education, Participant Satisfaction, Program Effectiveness, Questionnaires, Student Employment, Tables (Data), Two Year Colleges, Two Year College Students

Identifiers—Prince Georges Community College

MD

In spring 1990, a survey was conducted of the 1989 graduates of Prince George's Community College (PGCC's) occupational programs to assess graduates' success in obtaining full-time employment and their ratings of their preparation for employment. The 1990 survey marked the second consecutive year during which the college included indicators designed to measure employment status while attending PGCC as well as one year after graduation. A questionnaire was mailed to all 896 students receiving an associate degree or certificate during fiscal year 1989. Study findings, based on a 47% response rate, included the following: (1) 89% of the respondents were employed, with 76% working full time; (2) 76% indicated that they were "very" or "somewhat" satisfied with their current job; (3) the largest occupational category into which respondents fell (28%) was "new collar," a new level between middle white collar and clerk/technician, mainly comprised of health services and computer-related occupations; (4) 49% of all respondents traced some definite positive career change back to their PGCC course of study; (5) 91% were employed at some level while attending PGCC, with 51% employed full time; (6) 78% gave PGCC credit for contributing to a career boost, such as obtaining a current job, getting a raise or promotion, improving specific job skills, or preparing for a new career; (7) 52% of the respondents either increased their work hours or changed from one full-time position to another after graduation; and (8) women and minority graduates appeared to share fully in the levels of career advancement success enjoyed by recent graduates. The survey instrument is attached. (JMC)

ED 331 565

JC 910 248

Hunter, Ruth L. Ratliffe, Sharon A.

A Community Volunteer Program for Supporting Second Language Students Who May Be Academically At-Risk.

Pub Date—Jul 91

Note—17p; Paper presented at the Speech Communication Association's Summer Conference on "Speech Communication Professions and the At-Risk Student" (Huntington Beach, CA, July 10-14, 1991).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Asian Americans, Community Col-

leges, Community Cooperation, *Community In-

volvement, Cultural Activities, Cultural

Awareness, Cultural Centers, Educationally Dis-

advantaged, *English (Second Language), High

Risk Students, *Limited English Speaking, Partic-

ipant Satisfaction, Program Design, Program

Development, *Second Language Instruction,

Second Language Learning, Self Esteem, Study

Skills, *Tutorial Programs, Tutoring, Two Year

Colleges, Two Year College Students, Vietnamese

People, *Volunteers

Identifiers—*Golden West College CA

Since 1980, the percentage of ethnic minority stu-

dents at Golden West College (GWC) has nearly

doubled. To meet the English language needs of this

rapidly growing student population, a speaking and

listening course was introduced into the curriculum

in 1982, followed by a pronunciation course in

1985. Both courses were part of the Speech/English-as-a-Second-Language (ESL) program. In an

effort to overcome the limitations of group recitation

exercises in the pronunciation course, community

volunteers were recruited as tutors during the

first year of the course. Pairs of students met with

a volunteer once a week for a 30-minute conversa-

tion providing individualized feedback. Following

continued growth and success of the volunteer pro-

gram, in October 1989, a campuswide Intercultural

Center (IC) was established to house the program.

During the first year, the IC planning task force

drafted a mission statement and objectives which

were distributed to college personnel and students

for feedback and modification; conducted a survey

of students which determined that 89% of the ESL

students described their first contact with GWC in

positive terms; and he.J a week-long intercultural

festival. By spring 1991, the Community Volunteer

Program included 96 volunteers providing 1,993

hours of service per semester. The IC and the volunteers assist students in the following areas: (1) study skills; (2) note-taking skills; (3) academic skills; (4) English language and American culture skills; (5) self-esteem building; and (6) referral to social agencies. Flexible scheduling at the IC and an emphasis on self-esteem building are among the principal reasons for the program's success. (PAA)

ED 331 566

JC 910 249

Moehrlin, Cynthia D.

The Community College and the Homeless: A Model for the Nation. Job Training for the Homeless Demonstration Program Final Evaluation Report.

Elgin Community Coll., Ill.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—91

Contract—DOL-99-9-3493-79-145-02

Note—68p.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Vocational Education, *Agency Cooperation, Basic Skills, Career Counseling, Caseworker Approach, Community Colleges, Consortia, Cooperative Programs, Counseling Services, Counselor Client Relationship, Day Care, Economically Disadvantaged, *Employment Programs, High School Equivalency Programs, *Holistic Approach, *Homeless People, Human Services, *Job Placement, Job Skills, *Job Training, Poverty, Program Evaluation, Social Services, Social Support Groups, Tables (Data), Two Year Colleges

Identifiers—Elgin Community College IL, Fox Valley Consortium for the Homeless IL

Established in 1981, the Alternatives Program at Elgin Community College (ECC) has provided services for displaced homemakers, single parents, welfare recipients, and homeless women, laying the groundwork for the 1988 formation of the Fox Valley Consortium for Job Training and Placement of the Homeless. Using federal funding, the Consortium offers job training and placement services to homeless people over 14 years of age; coordinates the activities of area service providers; and gathers demographic data on the homeless. In addition to ECC, consortium members include the Community Crisis Center, the Public Aid Office, the Salvation Army, and the Hispanic Community Based Organization. Program support services have included emergency food, shelter, clothing, child care, substance abuse counseling, medical care, tuition and books, and support groups/mentors. In addition, the program has provided basic skills training, intensive career and job search seminars, vocational training, English-as-a-Second-Language training, job placement assistance, and housing placement. In a holistic approach to individual case management, each program participant is assigned a "personal advocate" from the Alternatives staff. Program outcomes included the following: (1) of the 569 1988-89 program participants, 288 (50.6%) were placed in jobs, and 127 (44%) of these were still employed after 13 weeks; (2) of the 852 participants between 1989 and 1991, 296 were placed in jobs, and 144 (50.4%) of these were still employed after 13 weeks; (3) in both years, program enrollment, training, job placement and retention outcomes far exceeded the projected goals; and (4) while costs per job placement in similarly funded programs nationwide was \$2,600, the Alternatives program spent only \$520.83 per placement in the first year, and \$1,534.80 in the second year. Detailed data tables, and a series of recommendations are included. (PAA)

ED 331 567

JC 910 251

Kibbey, Betty And Others

Pursuing Our Mission. Annual Performance Report for Vocational Education in California's Community Colleges, 1989-90.

California Community Colleges, Sacramento. Office of the Chancellor.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-8011-0974-4

Pub Date—91

Note—24p.

Available from—California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

RIE SEP 1991

able from EDRS.

Descriptors—Annual Reports, *College Role, Community Colleges, Degrees (Academic), *Enrollment, Graphs, *Institutional Mission, *Job Training, *Program Content, Program Descriptions, State Surveys, Statewide Planning, Two Year Colleges, *Vocational Education

Identifiers—*California, California Community Colleges

Designed to review the vocational education mission of the California Community Colleges, this annual performance report of the Board of Governors presents enrollment data and program accomplishments for fiscal year 1989-90. A short introduction cites the mission statements of the Master Plan for California Postsecondary Education and the Plan for Career-Vocational Education to underscore the crucial role community colleges, serving one million vocational education students annually, play in California's future prosperity. Next, 1989-90 statewide postsecondary vocational education enrollments are presented in a series of graphs and charts aggregated by program area, special needs students served, course level, and award completers. Finally, brief descriptions of program accomplishments are provided for the following key areas: (1) agriculture/natural resources; (2) consumer/home economics; (3) health occupations; (4) marketing; (5) industrial education; (6) articulation; (7) cooperative work experience education; (8) counseling/guidance; (9) criminal offenders; (10) planning and legislation; and (11) single parents/displaced homemakers/gender equity. (JMC)

ED 331 568

JC 910 252

Wirth, Patricia L.

Shared Governance: Promises and Perils.

Yuba Community Coll. District, Marysville, CA.

Pub Date—May 91

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *College Administration, College Environment, College Faculty, Collegiality, Community Colleges, Employer Employee Relationship, *Faculty College Relationship, *Governance, Organizational Climate, *Organizational Effectiveness, *Participative Decision Making, Peer Relationship, Quality of Working Life, School Districts, *School Personnel, Two Year Colleges

Identifiers—*Yuba College CA, *Yuba Community College District CA

Shared governance in the community college district has both advantages and disadvantages. Among the three "perils" of implementing shared governance are that the process is difficult, lengthy, and sometimes tedious; that responsibility for decisions and actions must somehow be maintained; and that an appropriate role for faculty, staff, and administrators must be established and recognized by all participating individuals. Reaching a consensus in decision making requires that all parties be adequately informed of the issues. However, disseminating such information is not always conducive to effective management. In addition, teaching and learning may become secondary priorities as representatives miss time away from work or the classroom. Finally, special interest groups may try to misuse the power of shared governance to forward their own agendas, rather than working for the good of the district. While clear perils exist, shared governance promises many rewards, including the empowerment of participants, development of collegial relationships for an improved college environment, greater understanding among employees at all levels about the issues facing their community colleges, and improved communication. The participants in shared governance decisions are more likely to support policies that they have had a role in forming and are more likely to take personal responsibility for the outcomes of such decisions. As representatives in the group decision-making process report back to constituents, college-wide communication and understanding is greatly enhanced, improving the overall college environment. (PAA)

ED 331 569

JC 910 253

Bowen, Raymond C.

The Tuition/Financial Aid Equation and Its Impact on Access.

Pub Date—15 Apr 91

Note—15p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (71st, Kansas City, MO, April 13-16, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Community Colleges, Equal Education, *Federal Aid, Government School Relationship, Higher Education, Loan Default, *Low Income Groups, *Minority Groups, *Paying for College, Politics of Education, Student Costs, *Student Financial Aid, Tuition

The complex rules and regulations of the student financial aid industry have alienated and confused both students and parents, especially those from lower income families. Unless simplified, the financial aid application process will continue to act as a deterrent to participation in the U.S. educational system. Families managing to overcome the initial obstacles presented by the process are often faced with a financial aid needs analysis in which college costs, particularly indirect ones such as lost earnings, are severely underestimated. Financial aid packages must begin to reflect students' financial and college attendance realities. Even as public institutions carry the burden of educating more and more people, the vitality of the nation's public educational system has declined. A decade dominated by the social and economic policies of Reaganomics, particularly the decision to issue more aid in the form of loans rather than grants, has curtailed the aspirations and access of minority and lower income students. When loans comprise the primary financial aid package, the net benefits of a community college education are reduced and the risk of loan default looms large. At the City University of New York, college participation between 1975 and 1986 dropped for Blacks from 32.0% to 27.8% and for Hispanics from 20.4% to 16.1%, reflecting these students' vulnerability to cutbacks in financial aid. In this context, widespread concern that the door of educational opportunity is closing, particularly for poor people, seems warranted. That many young people will be limited to a future of unemployment, military service, or crime is indeed a sobering prospect. (JMC)

ED 331 570

JC 910 255

Austin Community College Learning Resource Services: Annual Reports 1989 and 1990.

Austin Community Coll., Tex.

Pub Date—[91]

Note—22p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Annual Reports, Audiovisual Centers, Budgets, Community Colleges, Computer Centers, Instructional Materials, Interlibrary Loans, *Learning Resources Centers, *Library Development, Library Expenditures, *Library Facilities, Library Personnel, Library Planning, *Library Services, Library Statistics, *Library Technical Processes, Reference Services, Two Year Colleges

Identifiers—Austin Community College TX

Austin Community College's Learning Resource Services (LRS) is made up of the Learning Resource Centers (LRC's) which house library, media, and computer-based instruction departments; LRS Technical services; and the LRS Telecommunications Center. LRS operations are offered at 10 different sites including full-service campus LRC's, limited-service branch campus LRC's, and minimally equipped high school libraries at evening-only teaching sites. The two annual reports contained in this document summarize the activities and accomplishments of the LRS during fiscal year (FY) 1989 and FY90, providing selective comparative data from 1987 through 1990. Information is presented on new acquisitions; volumes in the collection; circulation of materials per student headcount; library user visits; reference requests; workshops conducted; office calls; instructional support services provided; budget breakdown per services; and goals for the coming year. Selected highlights from each of the reports include the following: (1) in FY89, video set-ups for classroom use reached an all-time high of 3,343; (2) that same year, only 5% of interlibrary loan requests were unfilled; (3) in FY89, total volumes in the collection was 24,57% higher than in 1987, and circulations showed a 46.81% increase; (4) in FY89, the LRS spent \$9.64 per student for acquisitions, down from \$12.64 in FY87; (5) in FY90, there were close to 700,000 visits to LRS facilities; (6) visits to the computer center in FY90 reached 68,388, a 134% increase from 1989; (7) total circulation in FY90 was 330,693, a 40% in-

crease over 1989; and (8) LRC's handled 2,492 reference calls per week in FY90, an increase of 36% from the previous year. Both reports include a set of goals for the upcoming fiscal year. (PAA)

ED 331 571 JC 910 256

Buskell, Jay R.

Retention at the Community College Level.

Pub Date—Apr 91

Note—44p; Graduate seminar paper, University of Florida.

Pub Type—Information Analyses (070) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Persistence, College Attendance, College Planning, *Community Colleges, High Risk Students, Learning Theories, Literature Reviews, Minority Groups, Models, Remedial Instruction, *Student Attrition, Two Year Colleges

This literature review considers the theory and practice of retention efforts in higher education, with special focus on community college programs. Introductory material looks at the conditions (e.g., tighter budgets and decreased enrollments) that have brought the issues of attrition and retention to the forefront. The next section reviews studies of rates of retention, attempting to identify factors associated with high rates of attrition or persistence. Findings discussed here indicate that attrition is heaviest at the freshman level, and that most school withdrawals are voluntary in nature, with only 20-25% of students leaving for academic reasons. Next, models and theories of retention are reviewed, including models focusing on social integration, competing forces in students' lives, competency and commitment, and values added by educational experiences. After considering the design of campus-based research on retention, the paper reviews various definitions of successful retention. The next sections offer a summary of the literature concerning: successful retention and conditions promoting attrition; retention strategies for developmental programs; literacy issues; and the use of information on learning styles in program planning. Suggestions regarding the development of retention programs are offered, followed by a summary of the characteristics of successful programs, including the program at Miami-Dade Community College. A 52-item bibliography is included. (JMC)

ED 331 572 JC 910 257

Orey, Jerry A.

Beyond the Literal Level.

Pub Date—Mar 91

Note—16p; Paper presented at the Annual Conference of the National Association of Developmental Education (15th, Nashville, TN, March 6-9, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Community Colleges, *Critical Reading, Developmental Studies Programs, *Directed Reading Activity, Discussion Groups, High Risk Students, Instructional Innovation, *Learning Strategies, Reading Aloud to Others, *Reading Assignments, Reading Improvement, *Reading Instruction, Reading Programs, *Remedial Reading, Teaching Methods, Two Year Colleges, Two Year College Students

Identifiers—Saint Philips College TX

Drawing on methods currently employed at St. Philip's College (San Antonio, Texas), this paper describes six strategies for teaching critical reading skills to developmental students. For each of the methods presented, relevant resources are cited, a step-by-step instructional approach is provided, and the purpose and goals of the specific strategy are reviewed. In the first method described, students listen to an old radio show audio tape up to a point just prior to plot resolution. Students then write their own predicted ending, individually or in pairs. In the second method, students briefly preview short stories individually and then divide into small groups to read the sections aloud to each other, stopping at points to discuss where the story is headed. In the third approach, students read the title, introductory paragraphs, subheadings, and conclusions of a selected piece. They then write an organizing paragraph to help them focus during a subsequent reading. In the fourth approach, a chapter from a general education text is divided into sections by subheadings. Students then work in groups to analyze one particular section. The stu-

dents discuss their section in depth before the class, and then return to the smaller groups to discuss the entire chapter. The fifth approach utilizes vocabulary lists or lists of roots and affixes. Students write synonyms or words from the same root, pair up to consolidate lists, and then share these lists with the class. In the final strategy, students re-write textual paragraphs in their own words, using transitional words to combine sentences. Students then transpose the closing thought from the original paragraph to the beginning of their own paragraph. (PAA)

ED 331 573 JC 910 260

Doucette, Don, Ed.

Leadership Abstracts, Volume 2, Numbers 1-21, 1989.

League for Innovation in the Community Coll., Laguna Hills, CA.; Texas Univ., Austin. Community Coll. Leadership Program.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—89

Note—44p.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Effectiveness, Administrator Responsibility, *Administrator Role, Change Strategies, *College Administration, College Faculty, College Planning, *College Presidents, Community Colleges, Decision Making, Educational Change, Educational Innovation, Educational Trends, Futures (of Society), *Leadership, *Leadership Responsibility, Program Descriptions, Teacher Administrator Relationship, Two Year Colleges, Two Year College Students

This series of abstracts from the League for Innovation in the Community College and the Community College Leadership Program is published approximately bimonthly and distributed to the chief executive officer of every two-year college in the United States and Canada. Addressing a variety of topics of interest to community college administrators, this complete set of twenty-one issues for 1989 includes: (1) "Shared Vision and Staff Selection" (J. E. Rouche); (2) "Symbolism and Presidential Leadership" (W. G. Tierney); (3) "Coping with Section 89" (G. Gabert); (4) "MBO [Management by Objectives] Revisited" (E. J. Liston); (5) "2001: The World Our Students Will Enter" (L. Harris); (6) "Transactional, Transformational and Trans-Vigorous Leaders" (E. M. Bensimon); (7) "Accommodating the Diversity Represented by Minority Students" (J. C. Henderson); (8) "The Emotional Side of Management" (T. Peters); (9) "Alumni Associations: Valuable Resources for Community Colleges" (P. C. Gianini, Jr.); (10) "The Moral Goals of Leadership" (J. W. Gardner); (11) "Global Perspectives Required of College Leaders" (R. A. Gordon); (12) "A Foundation for Renewal" (A. L. Lorenzo); (13) "Therapeutic Leadership" (J. H. Anthony); (14) "Ethical Suspicions between Faculty and Administrators" (D. E. Walker); (15) "Visionary Leadership and Long-Range Planning" (J. Hockaday); (16) "Retaining a Peak-Performing President" (T. O'Banion); (17) "Ten Principles for Managing the Finances of a Nonprofit Organization" (H. J. Bryce); (18) "Education and the Revitalization of Urban America" (J. E. Jacob); (19) "Learning Leadership" (M. Lee); and (20) "No Choice But to Be Involved" (M. E. Crawford). (MPH)

ED 331 574 JC 910 261

Doucette, Don, Ed.

Leadership Abstracts, Volume 3, Numbers 1-20, 1990.

League for Innovation in the Community Coll., Laguna Hills, CA.; Texas Univ., Austin. Community Coll. Leadership Program.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—90

Note—42p.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Effectiveness, Administrator Responsibility, *Administrator Role, Change Strategies, *College Administration, College Faculty, *College Presidents, Community Colleges, Decision Making, Educational Change, Educational Innovation, Educational Trends, Futures (of Society), *Leadership, *Leadership Responsibility, Program Descriptions, Teacher Administrator Relationship, Teacher Student Relationship, Two Year Colleges, Two Year College

Students

This series of abstracts from the League for Innovation in the Community College and the Community College Leadership Program is published approximately bimonthly and distributed to the chief executive officer of every two-year college in the United States and Canada. Addressing a variety of topics of interest to community college administrators, this complete set of 20 issues for 1990 includes: (1) "Beyond Affirmative Action: Leadership Diversity That Works" (J. R. Gilliland); (2) "Staffing for a New Century: An Opportunity for Institutional Renewal" (M. Jenrette); (3) "Building Communities: A Checklist for Evaluation and Discussion" (N. Armes; K. McClenny); (4) "Renewing a Mature Community College" (J. L. Hudgins); (5) "Leadership for Teaching and Learning" (K. P. Cross); (6) "Statewide Articulation Cannot Be Done Tongue in Cheek" (A. R. Southerland; And Others); (7) "Partnerships with K-12 School Districts" (A. D. Arnold); (8) "Strategies for Serving Underprepared Students" (R. C. Richardson, Jr.); (9) "The Tech Prep Program: A New Course of Study" (J. Grimsley); (10) "Insuring Excellence in Community College Teaching" (J. E. Rouche); (11) "Responding to International Needs: A Model That Is Working" (J. Conway; And Others); (12) "The President's Role in Student Tracking" (J. Palmer); (13) "Not Leaving Technology Decisions to the Techies and Gurus" (C. Cross); (14) "Strengthening the Transfer Function: From a Zero-Sum Game to a Win-Win Situation" (J. S. Eaton); (15) "Leading a College Economic Development Program" (S. G. Katsinas; V. A. Lacey); (16) "American Higher Education on the Grill" (D. Angel); (17) "America's Choice: High Skills or Low Wages" (T. Gonzales); (18) "Implementing a Diversity Restructuring Program" (L. I. Rendon); (19) "Time to Teach a New World: Education and Technology in the 21st Century" (L. J. Fjeldstad); and (20) "When the Pupil Is Ready, the Teacher Appears" (J. N. Hankin). (MPH)

PS

ED 331 575 PS 017 656

Manitoba Kindergarten Assessment: English Language, French Immersion and Heritage Language Programs, 1985. General Report.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Pub Date—85

Note—124p; For summary report, see PS 017 657.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Environment, Cultural Differences, Educational Improvement, *English Instruction, Foreign Countries, French, *Immersion Programs, *Kindergarten, *Learning Activities, Personnel, Primary Education, Program Administration, School Surveys, *Second Language Instruction, Student Evaluation, Teacher Student Relationship

Identifiers—Heritage Language, *Manitoba

This general report presents findings of Manitoba's 1985 assessment of kindergarten English, French immersion, and heritage language programs. The report contains a description of classroom observations, and summaries of interviews with teachers and principals. Sections of the report focus on: (1) background to the assessment; (2) physical environment; (3) planning and organization of classroom activities; (4) content of classroom activities; (5) teacher-student interaction; (6) assessment of kindergarten children; (7) diversity; (8) staffing; and (9) administration. Included are recommendations based on teacher and principal opinion and advisory committee judgments. Manitoba's teachers and school administrators are encouraged to review recommendations for applicability to their kindergarten programs. (RH)

ED 331 576 PS 017 657

Manitoba Kindergarten Assessment: English Language, French Immersion and Heritage Language Programs, 1985. Summary Report.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Pub Date—Feb 87

Note—55p; For general report, see PS 017 656.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, Educa-

tional Improvement, English Instruction, Foreign Countries, *Immersion Programs, *Kindergarten, *Learning Activities, Primary Education, Second Language Instruction, State Surveys, Student Evaluation, Teacher Student Relationship
Identifiers—*Manitoba

Intended for distribution to kindergarten teachers, elementary school principals, school superintendents, Manitoba Department of Education, and provincial libraries and universities, this summary report contains a brief description of the 1985 Manitoba Kindergarten Assessment, and presents assessment findings and related recommendations based on the opinions of teachers and principals and the judgments of the study's technical advisory committee. The Manitoba Kindergarten Assessment investigated the English language, French immersion, and heritage language kindergarten programs in Manitoba. Summary and recommendations are reported in the following categories: (1) physical environment; (2) planning and organization of classroom activities; (3) content of classroom activities; (4) teacher-child interaction; (5) assessment of kindergarten children; (6) diversity; (7) staffing; and (8) administration. A list of the recommendations is appended. (RH)

ED 331 577 PS 018 081

Miller, Michelle Russell, Ed.

A Look at Child Care in a Northern Industrial State.

Pub Date—[88]

Note—35p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Day Care, *Delivery Systems, Early Childhood Education, Employed Parents, Family Day Care, *Needs Assessment, *Parent Attitudes, Private Schools, Proprietary Schools, Public Schools, Questionnaires, Surveys, *Teacher Attitudes, *Teacher Qualifications
Identifiers—*Day Care Selection, Michigan (Detroit Metropolitan Area)

This paper presents the results of three child care studies in the Oakland, Macomb, and Wayne Counties of Michigan. In the first study parents were surveyed to determine their child care needs versus the needs met by child care centers. Data was collected from seven child care centers: two franchise, three private, and two in-home. The conclusions from this study are that a well-trained staff and interaction with other children were the most important issues to parents. The purpose of the second study was to define the ways in which child care in the Metro Detroit area was being met. Data was collected from 100 early childhood centers and 13 Detroit area child care directors. The findings of this survey indicate that local centers are not providing services for parents who must work unusual shifts or weekends and who have children under two and a half years of age. The third study gathered data from 57 workers of public school pre-school, public day care and private nursery school programs. The purpose was to compare the responses of the staff in different areas. The conclusions of this study are that the private nursery school staff was the most satisfied group among those surveyed and that private nursery schools and public school pre-schools were comprised of highly educated, more mature and experienced staff. (RJC)

ED 331 578 PS 018 178

Bredenkamp, Sue And Others

Early Childhood Education/Drug Abuse Prevention Curricula/Materials Project Mini-Conference Materials (Washington, D.C., June 8-9, 1989).

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

Pub Date—Jun 89

Note—59p

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, *Drug Abuse, Early Childhood Education, *Information Dissemination, Instructional Materials, *Preschool Children, *Prevention, Program Evaluation

Identifiers—*Project Head Start

This collection of conference materials presents papers on the following topics: (1) approaches and targeting; (2) the BABES Substance Abuse Prevention Program for Children; (3) a prekindergarten

substance abuse prevention education curriculum; (4) a parent-oriented, pilot Head Start primary prevention, drug education project; (5) evaluation considerations; and (6) dissemination efforts. Authors' names and titles of papers include: Lee T. Dogoloff, "Early Childhood Education Drug Abuse Prevention Curriculum Materials Program: Approaches and Targeting"; Sue Bredenkamp, "Drug Abuse Prevention and Education for Preschool Children"; Maxine Willis, "BABES Substance Abuse Prevention Program for Children"; Patricia L. Newell, "I'm So Glad You Asked: Pre-K Substance Abuse Prevention Education Curriculum, Education from A-Z"; Michael D. Klitzner, "Evaluation Considerations for the Early Childhood Education/Drug Abuse Prevention Curricula/Materials Project"; and Carole Levine, "Dissemination Paper." The conference agenda and a list of attendees are provided. (RH)

ED 331 579 PS 018 628

Higgins, Martha Jean And Others

Straight Talking for Targeted Pre-Schoolers: A Substance Abuse Prevention Manual.

Delowe Corp., Columbia, SC; Greenville Technical Coll., S.C.

Spons Agency—Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention; South Carolina State Health Human Services Finance Commission, Columbia.

Pub Date—May 89

Contract—GTC-D890003N; OSAP-

H84AD00413-02

Note—188p

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Alcohol Education, Curriculum Guides, Drug Education, Health, *Instructional Materials, *Learning Activities, *Learning Centers (Classroom), *Preschool Children, Preschool Curriculum, Preschool Education, *Prevention, Problem Solving, Self Concept, Smoking, *Substance Abuse

This manual provides a substance abuse prevention curriculum for preschoolers that includes numerous activities that can be used in traditional learning centers. Unit One helps caregivers examine their style of interacting with young children and identify strategies that will facilitate children's problem solving, critical thinking, and decision making. Unit Two helps preschool students value and appreciate their bodies by providing them with a collection of activities designed to introduce, reinforce, and master good mental and physical health and safety practices. Unit Three is designed to approach substance abuse from a basic information point of view that focuses on activities that introduce and reinforce knowledge about alcohol and nicotine. Students are introduced to terms commonly associated with illegal drugs, including crack, cocaine, heroin, and marijuana. Major goals of Unit Four include teaching children about family and community support systems that help children with problems. The unit also aims to reinforce and integrate previously presented concepts. Unit Five collects activities that help children develop self-image and self-concept and increase awareness of substance abuse. Unit Six focuses on the development of positive self-image through feelings. Related materials are appended. (RH)

ED 331 580 PS 018 644

The Future United Nations Convention on the Rights of the Child. DCI/UNICEF Briefing Kit, Third Edition.

United Nations Children's Fund, Geneva (Switzerland).

Pub Date—May 89

Note—31p; Filmed from best available copy.

Available from—United Nations Children's Fund, 3

UN Plaza, New York, NY 10017 (\$1.00).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Childrens Rights, Futures (of Society), Global Approach, *Government Role, *International Law, *Legislation, *Program Implementation

Identifiers—Child Protection, Legal History, Legislative Intent, State Responsibility, *United Nations

This publication contains documents 1 through 4 of a briefing kit on the United Nations' anticipated Convention on the Rights of the Child. Document

1 discusses the human rights of children. Document 2 describes the anticipated convention and the process through which it was organized. Document 3 discusses the convention in terms of how it is expected to improve children's rights. Document 4 describes the implementation mechanism of the convention. Appended materials include a list of nongovernmental organizations that participated in an ad hoc group on the drafting of the convention, a descriptive flyer on the rights of the child, and the official text of the draft convention as of March, 1989. The convention is expected to set universally agreed standards for the protection of children and to provide an invaluable framework for advocacy on behalf of children and families and for the development of programs and policies that will ensure a healthier and safer future for children in every country. (RH)

ED 331 581 PS 018 664

Strand, Terri

Bibliography of Tests for Early Childhood Chapter 1 Evaluation.

Chapter 1 Technical Assistance Center, Atlanta, GA. Region C; Educational Testing Service, Evanston, IL. Test Information Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 89

Note—128p

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Achievement Tests, Annotated Bibliographies, Check Lists, Compensatory Education, *Early Childhood Education, Kindergarten Children, Observation, Preschool Children, Program Evaluation, Rating Scales, *Readiness, *Screening Tests

Identifiers—Education Consolidation Improvement Act Chapter 1

Designed to aid in Chapter 1 evaluation efforts, this bibliography provides information about types of tests and other measures designed to assess young children. Bibliographic summaries were based on information from publishers' manuals and scholarly reviews. Criteria for including a test in the bibliography were that the test: (1) was designed for use with children in preschool or kindergarten; (2) had been published in the last 10 years or was older but continued to be used regularly; (3) could be administered by teachers or trained teacher aides; and (4) was designed for developmental screening, assessment of instructional readiness or achievement, or program evaluation. The bibliography summarizes 36 tests, 16 of which were concerned with developmental screening; 21 with instructional readiness or achievement; 2 with assessment and instructional management; 5 with observation, rating scales, and checklists; 16 with prekindergarten; and 7 with nationally normed achievement tests. (Tests could be categorized as concerning more than one area.) Of the 36 tests covered, 8 were in Spanish or had Spanish directions. Summaries highlight factual information about the overview, purpose, content, administration, scores, scoring, standardization, norming, technical characteristics, components, publisher, and reviews of each test. Since reviewers' judgments vary, each summary includes test review sources, as available. (RH)

ED 331 582 PS 018 970

Pathak, Yogini Pathak-Shelat, Manisha

An Experiment in Working with Rural Community: Emerging Role of the Child Development Worker.

Maharaja Sayajirao Univ. of Baroda (India).

Pub Date—Nov 85

Note—81p

Journal Cit—Monographs of the Department of Human Development and Family Studies; n3 Nov 1985

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Development Specialists, Child Health, Childhood Needs, Childrens Libraries, Community Characteristics, *Community Programs, Family Financial Resources, Foreign Countries, Hygiene, Infants, Modernization, Mothers, Nutrition, Program Descriptions, Recreation, Rural Areas, *Rural Development, Sanitation, Social Change, Social Problems, Volunteer Training

Identifiers—*India, Maternal Health, Program Characteristics

This monograph provides an account of the work

done in the village placement project of the Department of Child Development of the Maharaja Sayajirao University of Baroda, India from 1976-77 to 1984-85. Chapter 1 offers an overview of major problems of children and women in India. It emphasizes the need for rural development programs and the emerging role of home scientists, especially the child development worker in community development. Chapter 2 discusses the village placement project in detail. Discussion covers objectives, framework, and the work carried out in the village of Pipli by the department team. Chapter 3 describes the long-term integrated rural program of the department in the village of Sangma from 1977-84. Discussion concerns the orientation program, the needs of various groups in Sangma, and work carried out during the period in components concerning the preschool, primary school, women, and community at large. Chapter 4 deals with the rural program at Lakshimpura, describing the role of the department team in working with children, women, and community, and emphasizing the importance of community involvement. Chapter 5 focuses on research activities that were an integral part of the program. Chapter 6 reviews the rural program, giving an account of some of the achievements, problems, and lessons learned from it. (RH)

ED 331 583

PS 019 042

Honig, Alice Sterling

How Can We Make Kindergarten More Effective

for Children?

Pub Date—(90)

Note—37p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage

Descriptors—Change Strategies, Educational Change, Educational Practices, Guidelines, "Interpersonal Relationship," "Kindergarten," "Organization," Primary Education, "Program Effectiveness," Program Evaluation, "Student Evaluation," Student Motivation, Teacher Attitudes, Teacher Characteristics, Teacher Education, Thinking Skills

Identifiers—Developmental Theory, "Program Characteristics," Screening Procedures

The title question is discussed in six sections. Structural variables and issues are discussed in subsections concerning: the sex of child, the kindergarten program's day length, type, entrance age, group size, classroom aides and arrangements, and policies on promotion, failure, and retention. Interpersonal variables are explored in terms of whole language, the process of learning to read through experience, early writing, metacognitive skills, and theories of child development. Ideal kindergarten teachers' characteristics are considered in subsections on: identifying students' abilities, respecting personhood, modeling calmness and coping, providing developmentally appropriate learning experiences, becoming skilled at science and mathematics, enriching language, using fair rules, cultivating flexibility and attunement, providing psychological safety, providing many books, engaging in turntaking conversations, self-esteem, teaching children to identify consequences of behaviors, developing a repertoire of disciplinary techniques, boosting nutrition, and relieving stress on students. Decisions about assessment are discussed with regard to kindergarten screening, assessment of developmental appropriateness, and monitoring of children's progress. Changes in teacher education and school practices are described in discussions of outreach to parents and the community. Discussion of kinds of learning needed in kindergarten centers on motivation, reasoning, thinking skills, and teacher beliefs and the implementation of changes. A total of 167 references are cited. (RH)

ED 331 584

PS 019 090

Calderson, Margarita

Cooperative Learning for Limited English Proficient Students. Report No. 3.

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 90

Contract—R117R90002

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage

Descriptors—Bilingual Education Programs, Cognitive Development, "Cooperative Learning," Educational Philosophy, Elementary Secondary Education, English (Second Language), Guide-

lines, "Limited English Speaking, Models, Program Effectiveness, Program Evaluation, Program Implementation, Student Role, Teacher Role, "Teaching Methods, Whole Language Approach

Identifiers—"Comprehensive Integrated Reading and Composition," "Debriefing, Research Results

This paper describes cooperative learning strategies, their research base, and the rationale for their use as an instructional process for low English proficiency students (LEPS). The paper examines seven components of effective implementation of cooperative learning with language-minority students, and reports on preliminary work on a 5-year project to examine the effects of the Bilingual Comprehensive Integrated Reading and Composition model of cooperative learning on the reading comprehension, language skills, and writing performance of LEPS. The study is being conducted in the Ysleta Independent School District in El Paso, Texas, and in Santa Barbara, California, under the auspices of the Johns Hopkins Center for the Study of Education for Disadvantaged Students. Topics of this paper include: (1) a rationale for cooperative learning for LEPS; (2) benefits of such learning; (3) cooperative learning in relation to primary language instruction, whole language approaches, English as a Second Language and Transition to English programs, sheltered instruction and critical thinking, bilingual settings, and development of cognitive and metacognitive strategies; (4) what cooperative learning is not; (5) instructional models; (6) the philosophy of cooperative learning; and (7) procedures for effective implementation. Fifty references are cited. (RH)

ED 331 585

PS 019 092

Slavin, Robert E. And Others

Success for All: Effects on the Achievement of Limited English Proficient Children. Report No. 5.

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 90

Contract—R117R90002

Note—18p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage

Descriptors—"Academic Achievement, Asian Americans," "Elementary School Students, English (Second Language)," "Limited English Speaking," "Program Effectiveness, Program Implementation, Reading Programs, "School Restructuring, Tutorial Programs

Identifiers—"Success for All Program

This study reports results of the first year of implementation of the Success for All elementary school restructuring program in kindergarten through third grade at Philadelphia's Francis Scott Key Elementary School. Fifty-two percent of the students were from Asian backgrounds, primarily Cambodian, and spoke little or no English at home. In the evaluation of the program, all kindergarten through grade 3 students at the school and its comparison school were given several tests, including the Woodcock Language Proficiency Battery, Durrell Analysis of Reading Difficulty, the Philadelphia Public Schools' Citywide Test, and the Bilingual Syntax Measure. Although methodological limitations of the study render the conclusions tentative, results indicate a strong positive effect of the Success for All program on the reading performance of limited English proficient students. This effect was seen most dramatically in the second grade, in which substantial effects were found on all measures. It is concluded that Success for All is working at Francis Scott Key. (RH)

ED 331 586

PS 019 151

Galinsky, Ellen

Families and Work Institute.

Pub Date—90

Note—15p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage

Descriptors—"Child Caregivers, Costs, "Day Care, Day Care Centers, Early Childhood Education, "Parent Attitudes, "Parents, "Professional Training, Teacher Salaries

Identifiers—Families and Work Institute, "Quality Indicators

This paper discusses the influences on parents' selection of child care. One study cited determined that in their search for child care, parents use informal sources of information, though educated parents are more likely to use resource and referral systems. Other studies have shown that parents are more concerned about cost, convenience, and reliability, than they are with indicators of quality in child care. Research indicates that mothers do not understand the link between provider training and preparation, and the quality and cost of child care. A list of references is provided. A preliminary report entitled "Families and Work Institute," by Nancy Cohen, is included. This report discusses the incentives and disincentives for child care providers to attend training, and the implications of training for the quality of child care. Descriptive information on the Families and Work Institute is included. Also included is a summary of the Institute's 1989-1990 projects in policy research, information dissemination, organizational planning, and training. (BC)

ED 331 587

PS 019 225

The Future of Head Start. Hearing before the Subcommittee on Education and Health of the Joint Economic Committee. Congress of the United States, One Hundred First Session, Second Session.

Joint Economic Committee, Washington, D.C.

Report No.—Senate-Hrg-101-720

Pub Date—26 Feb 90

Note—119p.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-08548-3, \$3.50).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage

Descriptors—Business Responsibility, "Compensatory Education, Cost Effectiveness, Early Childhood Education, Economic Factors, "Educational Quality, "Federal Government, Federal Programs, "Government Role, Leadership, Postsecondary Education, Program Costs, Program Effectiveness, "Program Improvement, Sociocultural Patterns, Student Financial Aid

Identifiers—Business Role, G I Bill, "Project Head Start

A hearing was held to discuss the future of Project Head Start. Witnesses from corporations offered testimony supporting the strengthening of early childhood education, particularly Head Start, and urging the federal government to give increased attention to early childhood education. Subsequent testimony from experts, program directors, and participants concerned: (1) the need for increased leadership from the business community on early childhood issues; (2) aspects of program quality and the need for Head Start to accommodate itself to current demographics; (3) the costs of good programs and two examples of the way programs can be focused to increase gains from available resources; (4) several areas of concern for Head Start, including social and economic trends and conditions affecting the program; and (5) a Head Start participant's views on expansion and improvement of the program. Also included in the document is a 1988 report that provides a cost-benefit analysis of government investment in postsecondary education under the World War II GI bill. Analysts found that for every dollar the government invested in education under the GI bill, the nation received at least \$5, and as many as \$12.50, of benefits. These extraordinarily high ratios of benefits to costs are far above the returns earned by most other forms of investment. (RH)

ED 331 588

PS 019 273

Hearing on the Reauthorization of the Follow Through Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—90

Note—91p.; Serial No. 101-93.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-08538-6, \$2.75).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Compensatory Education, *Coordination, Early Childhood Education, Economically Disadvantaged, *Educational Cooperation, *Educational Quality, Federal Legislation, *Federal Programs, Hearings, Higher Education, Outcomes of Education

Identifiers—Congress 101st, *Follow Through Services, Reauthorization Legislation

A hearing was held to discuss the reauthorization of the Follow Through Act, legislation designed to combine the resources of local schools, universities, and parents to consolidate and enhance gains that low-income children make in preschool program such as Head Start. Testimony concerned: (1) characteristics of high quality Follow Through Programs in the early elementary grades; (2) ways of insuring that characteristics of high quality early childhood programs are continued in kindergarten and elementary school grades; (3) the need for increased federal support for Follow Through; (4) recommendations for improving the national Follow Through Program; (5) long-term results of the Follow Through Program in the city schools of Richmond, Virginia; (6) experiences with Follow Through in the Leflore County School District in Northwest Mississippi; and (7) a rationale for the reauthorization of the Act that is based on the program's effectiveness, characteristics, and potential. Materials submitted for the record include panelists' statements, testimony on the program's effectiveness, a statement of Follow Through's purposes and its leadership role in educating young children, and additional letters of support from participating teachers, parents, and children. (RH)

ED 331 589 PS 019 274

Hearing on H.R. 4151, The Human Services Reauthorization Act of 1990. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, One Hundred First Congress, Second Session (Sioux City, Iowa, March 31, 1990).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—90

Note—103p.; Serial No. 101-98. For related committee report, see PS 019 275.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-08676-5, \$3.00).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Caregivers, Community Action, Compensatory Education, Delivery Systems, *Federal Legislation, Hearings, *Human Services, *Program Effectiveness, *Program Improvement, State Federal Aid, State Programs, Teacher Education

Identifiers—CDA, CDA Credential, Child Development Associate, Community Action Agencies, Community Services Block Grant Program, Congress 101st, Iowa, National Youth Sports Program, Project Head Start, *Reauthorization Legislation

A hearing was held for the purpose of receiving testimony concerning the Human Services Reauthorization Act of 1990. The first panel provided testimony about: (1) the delivery of human services in northern Iowa that are funded through the Community Services Block Grant (CSBG) and the need for continued block grant funding; (2) CSBG funding of human service programs in east central Iowa and the way in which receipt of federal funds expand the functions of the Community Action Agency; (3) the reauthorization of the National Youth Sports Program and the program's success at Iowa's St. Ambrose University; and (4) allocation and use of CSBG funds in Iowa. The second panel provided testimony about: (1) the value of the Child Development Associates (CDA) Scholarship Program and problems with the program; (2) the reauthorization of Project Head Start and successes and needs of Head Start programs; (3) the Child Development Associate Credential; and (4) priorities and recommendations for improving Head Start. Additional materials submitted for the record include the testimony of the Governor of Iowa concerning the uses of CSBG funding in the state. (RH)

ED 331 590 PS 019 275

Human Services Reauthorization Act of 1990. House of Representatives, 101st Congress, 2d Session. Report together with Supplemental and

RIE SEP 1991

Additional Views (To Accompany H.R. 4151). Including Cost Estimate of the Congressional Budget Office.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-R-101-480

Pub Date—9 May 90

Note—87p.; For Hearing, see PS 019 274.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Compensatory Education, Demonstration Programs, Early Childhood Education, *Federal Legislation, *Human Services, Poverty

Identifiers—Child Development Associate Scholarship Assist Act, Community Food and Nutrition Programs, Community Services Block Grant Act, Congress 101st, *Human Services Reauthorization Act of 1990, Project Follow Through, Project Head Start, *Reauthorization Legislation, State Dependent Care Development Grants Act

The House Committee on Education and Labor recommends that the Human Services Reauthorization Act of 1990 be passed as amended. In reporting the bill, the committee proposes to authorize the Head Start Act, the Follow Through Act, the State Dependent Care Development Grants Act, the Community Services Block Grant Act, Community Food and Nutrition programs, the Child Development Associate Scholarship Assistance Act of 1985, and demonstration partnership agreements addressing the needs of the poor for fiscal years 1991 through 1994. The text of amendments is followed by an introduction, a statement of committee action, a statement of the background to and need for the legislation, and an explanation of the bill. Brief statements on committee approval, oversight, inflationary impact, oversight findings, recommendations of the Committee on Government Operations, and the cost of the legislation, are offered. Also provided are the text of changes in existing law made by the bill and a section-by-section analysis. Supplemental views on Head Start and Follow Through are included. (RH)

ED 331 591 PS 019 303

New Unesco Project To Improve Primary School Performance through Improved Nutrition and Health. First Technical Report. Nutrition Education Series, Issue 18.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

Report No.—ED-89/WS/101

Pub Date—89

Note—37p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Child Health, Community Involvement, Developing Nations, *Early Intervention, Elementary Education, *Elementary School Students, Health Programs, Health Promotion, *Medical Evaluation, National Programs, *Nutrition, Program Development, Research Needs

Identifiers—UNESCO

A new Unesco project seeks to increase the capacity of developing countries to strengthen primary school academic performance by improving children's nutrition and health status. The first technical meeting of the new project took place in Stockholm, Sweden, in April 1989. Three working groups were formed which focused on assessment, intervention, and research. The assessment group determined that assessment of nutrition problems must be done at both a national and community level; and by parent and teacher observations, mid-level health workers, and medical doctors. The group also indicated that assessment of educational factors must be done by teachers and education professionals. The intervention group determined a protocol for planning school nutrition and health services by ministries of education; and indicated the resources and constraints for dealing with five priority health conditions. The research group made suggestions for applying prevalence analysis, observational research, and experimental intervention research to a list of common nutrition and health problems; and described six specific research programs. Suggested readings and a list of participants are included in this report. (BC)

ED 331 592 PS 019 313

Randolph, Shirley Bogdanich, Radmila

Parents Too Soon: Illinois' Response to Children Having Children.

Pub Date—[90]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, At Risk Persons, *Early Parenthood, Parents, *Prevention, Program Descriptions, Program Development, Program Effectiveness, *Social Support Groups, State Programs

Identifiers—*Illinois

The nation's first coordinated, statewide teenage pregnancy prevention and support program, Parents Too Soon (PTS), is an interagency effort which accomplishes its goals through an integrated, cooperative effort and provides critical medical, social, nutritional, educational, and vocational services to male and female youth between 10 and 20 years of age. Clients may be parents, expectant parents, or at risk of becoming parents too soon. During fiscal year 1989, more than 74,132 teens were reached through direct services and 135,046 received community education. This report describes the PTS program in terms of goals, achievements, organizational issues, services, results, and future directions. (RH)

ED 331 593 PS 019 320

Walker, Beverly J., Ed.

The Failure of Basic Skills: Who's at Risk? A National Video Teleconference (April 6, 1989). North Central Regional Educational Lab., Elmhurst, IL; Public Broadcasting Service, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—6 Apr 89

Contract—400-86-004

Note—43p.

Available from—Public Broadcasting Service, Elementary Secondary Service, 1320 Braddock Place, Alexandria, VA 22314 (manual, \$3.00; VHS videotape, \$295) and North Central Regional Laboratory, 295 Emory Avenue, Elmhurst, IL 60126 (manual, \$3.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Classroom Techniques, Educational Practices, Elementary Secondary Education, *Mathematics Instruction, *Parent Participation, Program Descriptions, Reading Instruction, *Science Instruction, *Second Language Instruction, Teleconferencing, *Thinking Skills, *Writing Instruction

A national video teleconference addressed the failure of basic skills and rote instruction to engage students in learning and to promote understanding in ways consistent with the realities of an information-based society. Focusing on instructional strategies that actively engage students in what they are learning and that help them connect learning to the world outside of school, the first three presentations discuss: (1) the development of academic tasks that promote meaningful science learning; (2) instructional strategies that help teachers use problem-solving and communication in mathematics education; and (3) the use of informal writing as a way of helping students understand. Program interventions with a similar orientation toward learning are described in the remaining three presentations. One of the programs concerns using parents to support instruction in an early reading program involving teachers, parents, and community leaders; another, called "Finding Out/Descubrimiento" is a cooperative learning, hands-on approach that promotes higher level thinking about mathematics and science in second language instruction; and the third is the Choice and Challenge Program, which is designed to keep rural students in school. (RH)

ED 331 594 PS 019 329

Into the Working World: Lessons from Research

Funded by the Rockefeller Foundation.

Rockefeller Foundation, New York, N.Y.

Pub Date—90

Note—25p.; Some photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Innovation, Guidelines, *Job Training, *Low Income Groups, *Models, *Mothers, *One Parent Family, Program De-

scriptions, *Program Effectiveness

New findings from a Rockefeller Foundation study spotlight the possible gains from fully integrated programs of education and employment. The findings are especially relevant to programs of basic education and employment developing under the Family Support Act. The integrated model focuses employment training on a specific job, relates basic skills training to that job, and tries to meet the precise needs of the local labor market. The model also pulls together support services for handling such everyday problems as child care. To boost motivation, the model tailors training plans to the individual. San Jose's Center for Employment Training, one of the four sites tested in the minority Female Single Parent experiment, used, and indeed developed, this design with remarkable results. When compared with other programs using more traditional designs, the integrated program yielded better jobs and higher wages for a higher proportion of participants. It led to a 27 percent increase in employment and 47 percent higher pay. The integrated program worked well for one of the most difficult groups to get into the work force: low-income single mothers. It produced large increases in employment for an amount comparable to what traditional programs spend for similarly disadvantaged enrollees. The model is described and principles for implementing integrated programs are discussed in this lavishly illustrated publication which contains 19 photographs, many of them full-page. (RH)

ED 331 595 PS 019 336

Steinke, Gary L. And Others
"Trigger" Media for Speech.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date—90

Note—21p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Students, Guidelines, *Kindergarten Children, Primary Education, Slides, *Speech Instruction, *Speech Skills, Teaching Guides, *Videotape Recordings

This instructor's manual discusses the use of three videotapes and three slide sets that were produced for the purpose of triggering, or stimulating, students to say and use particular sounds frequently in conversational speech. The manual provides statements of the purpose and objective of the media, a list of components, student performance objectives, sample questions to stimulate discussion, and a list of adaptations that can be made when the media are used in classes. Also provided are transcripts of the taped material about the "r," "s," and "t" sounds, and word lists for use in discussion. (RH)

ED 331 596 PS 019 345

Gordon, Anne Burghardt, John

The Minority Female Single Parent Demonstration: Short-Term Economic Impacts. A Technical Research Report. Into the Working World Series. Lessons from Research.

Mathematica Policy Research, Inc., Plainsboro, NJ. Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—Mar 90

Note—293p; For a related report, see PS 019 346.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Day Care, *Demonstration Programs, Early Childhood Education, Economic Factors, Employment Experience, *Job Training, *Minority Groups, *Mothers, *One Parent Family, Outcomes of Education, Program Effectiveness

From 1982 through August, 1988, the Rockefeller Foundation provided funding to selected community-based organizations to operate employment-training programs for minority single mothers. Four projects in Atlanta, Georgia; San Jose, California; Providence, Rhode Island; and Washington, D.C.—enrolled women in the Minority Female Single Parent (MFSP) demonstration project from late 1982 through 1987. The projects offered participants an array of education, job training, and support services to help them achieve stable employment in jobs that paid adequate wages. The Rockefeller Foundation contracted with Mathematica Policy Research, Inc. (MPR) to conduct a comprehensive evaluation of the programs implemented by these demonstration projects. This report presents an analysis of the economic impacts of the projects during the year after the women applied to the program. Following an executive summary,

Chapter 1 describes the MFSP demonstration and evaluation, delineates the current policy environment, and describes the program models and service approaches. Chapter 2 reports data sources and sample characteristics, while Chapter 3 describes the employment-training experience of the treatment and control groups. Chapters 4 and 5 report the short-term impacts of the MFSP demonstration on key economic outcomes and supplementary analyses of labor-market experience and training outcomes. Along with information on child care assistance, Chapter 6 provides a summary and interpretation of the short-term impact findings. Extensive appendices provide related information, such as characteristics of program participants, methodological details, and supplementary results. Citations number 28. (RH)

ED 331 597 PS 019 346

Handwerker, Sharon And Others

The Minority Female Single Parent Demonstration: Child Care Referral Options. A Technical Research Report. Into the Working World Series. Lessons from Research.

Mathematica Policy Research, Inc., Plainsboro, NJ. Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—Feb 89

Note—37p; For a related report, see PS 019 345.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Caregivers, *Day Care, Demonstration Programs, Early Childhood Education, Fees, Financial Support, *Job Training, *Minority Groups, *Mothers, *One Parent Family

This report presents information on the characteristics, fees, and revenue sources of the formal child care providers used by the four community-based organizations that operated programs in the Minority Female Single Parent demonstration programs initiated by the Rockefeller Foundation in 1982. The demonstration provided funding to selected community-based organizations to operate employment and training programs for minority single mothers. Programs were operated by the Atlanta Urban League in Atlanta, Georgia; the Center for Employment Training in San Jose, California; Opportunities Industrialization Center of Rhode Island in Providence; and Wider Opportunities for Women in Washington, D.C. The descriptive information presented in this report was collected from 151 child care providers to whom the four community-based organizations referred participating mothers who wanted to obtain formal child care. Particular attention was given to those providers that served preschool children and were open a sufficient number of hours each week to meet the child care needs of employed single mothers. Following an executive summary, sections of the report offer an introduction and overview, discuss the sample of child care providers, and report child care availability and characteristics, fees, and revenues. An appendix provides background information about sample selection. (RH)

ED 331 598 PS 019 353

Hearing on the Reauthorization of the Child Development Associate Scholarship Assistance Act of 1985 and State Dependent Care Development Grants Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, One Hundred First Congress, Second Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—20 Feb 90

Note—58p; Serial No. 101-97. Contains some small/faint type.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-08630-7, \$2.00).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Caregivers, Early Childhood Education, Federal Legislation, *Federal Programs, *Grants, Hearings, Postsecondary Education, Public Schools, *Scholarship Funds, *State Programs

Identifiers—CDA, *Child Development Associate, Congress 101st, *Dependent Care Services, Reauthorization Legislation

A hearing was held to discuss the reauthorization of the Child Development Associate Scholarship Assistance (CDASA) Act of 1985 and the State

Dependent Care Development Grants (SDCDG) Act. The CDASA Act was created to provide financial assistance to low-income individuals who would otherwise be unable to afford the cost of the CDA application and assessment. The SDGCG Act authorizes funds to states for the planning, establishment, expansion, or improvement of resource and referral programs and before- and after-school child care services for school-age children. Testimony concerned: (1) areas in which improvements would help the CDA legislation achieve its full potential; (2) removal of limitations from the SDGCG Act; (3) the effectiveness of the SDGCG Act and the need for a comprehensive bill that would help subsidize children in child care; and (4) the experience of the public school system in Washington County, Maryland in implementing and using the SDGCG Act. (RH)

ED 331 599 PS 019 356

van Oudenhoven, Nico

Children at Risk and Community Response. Notes, Comments... No. 187 = L'action des populations locales face au probleme de l'enfance en danger.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations, New York, NY. World Food Programme.

Report No.—ED-89/WS-88

Pub Date—Jun 89

Note—59p.

Language—English; French

Pub Type—Multilingual/Bilingual Materials (171) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—At Risk Persons, Children, *Community Development, Developing Nations, *Discussion Groups, Early Childhood Education, Educational Development, Foreign Countries, Intervention, *Low Income Groups, *Nontraditional Education, Program Development, *Rural Areas

Identifiers—*Colombia, Program Characteristics Begun in 1978 by a small group of Colombians who were affiliated with a private organization and who were interested in children's upbringing, education, and development, the Promesa Project began by organizing discussion groups among about 20 mothers and their children between 3 and 7 years of age in four remote villages on the shores of the Pacific Ocean. Presently, the project includes vocational courses for youth and adults, malaria awareness and prevention efforts, a nutrition and stimulation program for children under 6 years, a system of small-scale revolving loans to production groups, an emergency health program, program expansion to nine additional villages, and local, legally constituted Promesa associations. The project and related issues are discussed in sections focusing on the culture of poverty, rationale for intervention programs for children, an alternative view of national development that does not depend on professional control, and aspects of an innovative intervention program for children, including cost, managerial skills, nonformal education, community integration, parent participation, and early childhood care and education. (RH)

ED 331 600 PS 019 357

Colbert, Vicky Arboleda, Jairo

Universalization of Primary Education in Colombia: The New School Programme. Notes, Comments... No. 191 = Colombia: L'enseignement primaire pour tous le programme "Ecole nouvelle."

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations, New York, NY. World Food Programme.

Report No.—ED-90/WS-29

Pub Date—Jul 90

Note—33p.

Language—English; French

Pub Type—Multilingual/Bilingual Materials (171) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developing Nations, *Educational Development, *Educational Innovation, *Elementary Education, Equal Education, *Federal Programs, Foreign Countries, *Rural Education Identifiers—Basic Education, *Colombia

For the first time, Colombia is in a position to comply with the article of her constitution which guarantees a primary education to all citizens. The country now has the technical, political and financial conditions necessary to universalize primary

education, particularly in rural areas where low coverage and inefficiency of the system have persisted over decades. In effect, the technical conditions are guaranteed in the New School Programme, designed and tested during a 14-year period, and already implemented in 17,000 schools throughout the country, reaching 900,000 children. Current government policies have provided the necessary political conditions. Financial conditions have been created through the allocation of government resources, a loan from the World Bank, and from UNICEF's cooperation to maintain the quality of the New School Programme as it is implemented on a full scale basis. The first section of this document summarizes the qualitative and quantitative deficiencies of primary education in rural areas. The second section outlines the attempts to provide better opportunities for schooling of rural children. The third section describes the components of the New School Programme and the innovations devised in the process going to full scale. The fourth section presents the main findings of a comprehensive evaluation of the Programme and discusses major concerns for replication in other countries. (RH)

ED 331 601 PS 019 358

Schieffelin, Ernesto

Seven Strategies for Improving the Quality and Efficiency of the Education System. Notes, Comments... No. 192 = Sept strategies visant à améliorer la qualité et l'efficacité du système d'éducation.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations, New York, NY. World Food Programme. Report No.—ED-90/WS-30

Pub Date—Jul 90

Note—77p.

Language—English; French

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education, Data Collection, *Developing Nations, Educational Finance, *Educational Improvement, Educational Innovation, *Educational Quality, *Elementary Education, Foreign Countries, Grade Repetition, Preschool Education, Research Utilization, Rural Education Identifiers—*Latin America, Venezuela

Seven strategies for improving the quality and efficiency of educational system in Latin American are delineated within the context of background information on the coverage and efficiency of school systems from 1970 to 1980, technical and institutional limitations to educational progress, and an estimate of the impact of the strategies. Strategies include: (1) providing bilingual education programs; (2) implementing innovative new school programs in rural areas; (3) providing preschool education; (4) implementing a solution to the problem of massive grade repetition among first graders from low income strata of society; (5) training of rural community instructors; (6) developing a statistical information system; and (7) using research findings in education. Impact estimations are provided for Venezuela concerning changes in student flow, levels of efficiency, and levels of expenditure. It is suggested that the implementation of the seven strategies, with expenditure increases of 5 percent per year for 5 years, would permit the reduction of grade repetition levels to one-third and substantially increase efficiency of the system, as long as the strategies are adequately implemented. (RH)

ED 331 602 PS 019 359

Levinger, Beryl

Malnutrition, School Feeding and Educational Performance. Notes, Comments... No. 186 = Malnutrition, alimentation scolaire et résultats éducatifs.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations, New York, NY. World Food Programme. Report No.—ED-89/WS-71

Pub Date—Apr 89

Note—62p.

Language—English; French

Pub Type—Information Analyses (070) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Breakfast Programs, *Cognitive Development, Developed Nations, Developing Nations, Elementary Secondary Education, Intelligence Tests, Literature

Reviews, Lunch Programs, *Nutrition, Public Schools, *Research Needs, *School Effectiveness, *Socioeconomic Status

Identifiers—*Food Distribution Programs

Studies reviewed in this paper analyze the relationship between School Feeding Programme (SFP) participation and cognitive development in both developing and industrialized countries. Contents concern: (1) the relationship between diet and cognitive development; (2) limitations of intelligence quotient tests and the need for more adequate instruments; (3) school feeding programs and the socioeconomic backgrounds of students; and (4) long-term behavioral effects. In summary, findings fail to provide a strong basis for any policy decision regarding the relationship between SFP participation and cognitive development in malnourished children. Studies are inadequate due to lack of methodological rigor. The investigations, however, do highlight the need for additional research into the relationship between SFPs and cognitive development. Some recommendations for further research are offered. (RH)

ED 331 603 PS 019 360

Bronfenbrenner, Urie

Who Cares for Children? Notes, Comments... No. 188 = Les enfants, qui s'en soucie?

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations, New York, NY. World Food Programme. Report No.—ED-90/WS-2

Pub Date—Dec 89

Note—47p.

Available from—UNESCO, 7, Place De Fontenay, 75700 Paris, France (free).

Language—English; French

Pub Type—Opinion Papers (120) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Caregivers, *Childhood Needs, Cognitive Development, Community Involvement, Emotional Experience, Employed Parents, Family Environment, *Individual Development, *Parent Child Relationship, *Parent Participation, *Public Policy, Social Support Groups The finding of positive effects of developmentally sensitive interaction on children's physical health is discussed and expanded in terms of five propositions. The first is that development requires participation in progressively more complex reciprocal activities on a regular basis over an extended period of time, with at least one person committed to the child's well-being and development, preferably for life, and with whom the child develops a strong, mutual, irrational emotional attachment. The second proposition is that establishment of patterns of progressive interpersonal interaction under conditions of strong mutual attachment enhances young children's responsiveness to other features of their immediate environment and invites growth-accelerating cognitive and behavioral responses. Third, establishment and maintenance of patterns of progressively more complex interaction and emotional attachment between caregiver and child depend on the involvement of another adult who affectionately assists the caregiving person. The final two propositions are that effective child rearing requires establishing ongoing patterns of exchange of information, two-way communication, mutual accommodation, and mutual trust between the principal settings in which children and their parents live, as well as public policies and practices that provide place, time, stability, status, recognition, belief systems, customs, and actions in support of child rearing activities from a wide range of interested parties. (RH)

ED 331 604 PS 019 384

Whitebook, Marcy And Others

From the Floor: Raising Child Care Salaries.

Child Care Employee Project, Oakland, CA.

Spons Agency—Spunk Fund, Inc.

Pub Date—90

Note—33p.

Available from—Child Care Employee Project, 6536 Telegraph Avenue, Suite A-201, Oakland, CA 94609 (\$10.00; discount on 5 or more copies).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, *Advocacy, *Child Caregivers, Collective Bargaining, *Day Care,

Early Childhood Education, Employer Employee Relationship, *Labor Legislation, Labor Turnover, Professional Associations, Promotion (Occupational), State Aid, Teacher Educators, *Teacher Salaries

Identifiers—Parent Caregiver Relationship

The comprehensive National Child Care Staffing Study confirmed that American children are in jeopardy because their teachers are poorly compensated and minimally trained. An increasing number of local and state efforts have begun to face this crisis head-on. This booklet reviews these efforts, focusing primarily on strategies for raising salaries. Examples of successful attempts to win salary increases by teachers' collective action are provided. Legislative strategies for providing increased salaries are described. These include nonspecific means such as reimbursement rates and quality improvement funds; and salary-specific means such as salary enhancement grants, Head Start staff compensation, scholarship funds, and loan forgiveness. Contributions to improving child care through increased worker salaries can be made by individuals and groups other than teachers. Descriptions of and suggestions for such contributions are given for: (1) parents, who can work jointly with caregivers, and should be kept informed by caregivers; (2) child care directors and their associations; (3) owners of for-profit programs; (4) teacher educators; (5) early childhood organizations; (6) resource and referral agencies, through informing parents of the need for a qualified work force; (7) researchers; (8) and employers. (BC)

ED 331 605 PS 019 396

Opportunities for Success: Cost-Effective Programs for Children, Update, 1990. Report together with Additional Minority Views and Dissenting Views of the Select Committee on Children, Youth, and Families, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Report No.—House-R-101-1000

Pub Date—90

Note—164p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Compensatory Education, *Cost Effectiveness, Disabilities, Employment Programs, Federal Legislation, *Federal Programs, Home Visits, Immunization Programs, Injuries, Lead Poisoning, Pregnancy, Preschool Education, Prevention, *Program Effectiveness, Smoking, Training

Identifiers—Congress 101st, Medicaid, Prenatal Care, Women Infants Children Supplemental Food Program

This report on effective programs for children updates the 1988 report by providing new and stronger documentation of the programs' benefits and cost effectiveness. Eight programs and types of programs are discussed in Part I and four program areas that warrant attention are discussed in Part II. Part I reports on: (1) the Special Supplemental Food Program for Women, Infants, and Children; (2) prenatal care; (3) Medicaid; (4) childhood immunization; (5) preschool education; (6) compensatory education; (7) education of children with disabilities; and (8) employment and training. For each program or program type, abstracts of cited studies are included, the program in question is described, program benefits are delineated, and charts concerning participation in programs are included. Part II reports on childhood injury prevention; lead screening and reduction; smoking cessation programs for pregnant women; and home visiting. For each topic, the problem in question, and strategies and programs for dealing with the problem, are discussed. Studies concerning these strategies and programs are cited and abstracted. Material on childhood injury prevention includes charts of injury-related deaths among children and youths. An appendix lists sources of program participation data. Statements of additional minority views and dissenting views conclude the report. (RH)

ED 331 606 PS 019 400

A Labor of Love: AFSCME Child Care Examples. American Federation of State, County and Municipal Employees, Washington, DC.

Pub Date—90

Note—27p.; For the companion manual, see ED 330 441.

Available from—AFSCME Women's Rights De-

partment, 1625 L Street, N.W., Washington, DC 20036 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, Profiles, Program Descriptions, Resource Materials, *Unions
Identifiers—*American Fed State County Municipal Employees

This booklet describes the American Federation of State, County, and Municipal Employees' (AFSCME) national child care initiative and approaches to child care and provides an overview of the broad range of child care programs available to AFSCME members. It is intended for use in conjunction with the AFSCME manual for child care, which gives detailed guidance on establishing child care programs at the worksite. A list of suggested readings and videos concludes the booklet. (RH)

ED 331 607 PS 019 404

A Platform for Arizona's Children.

Children's Action Alliance, Phoenix, AZ.

Spons Agency—Children's Defense Fund, Washington, D.C.

Pub Date—90

Note—17p.

Available from—Children's Action Alliance, 4001 North Third Street, #160, Phoenix, AZ 85020 (free).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Abuse, *Child Advocacy, Child Health, *Children, Day Care, Early Intervention, Elementary Education, Homeless People, Poverty, Preschool Education, Private Agencies, *Public Policy, *State Aid, State Government, *State Programs

Identifiers—*Arizona, Children's Action Alliance AZ, State Legislators, State Regulation, *State Role

The Children's Action Alliance (CAA) is a private nonprofit organization working on behalf of Arizona children. The CAA and other groups sponsor the Arizona Children's Campaign, whose goal is to influence public policy in such a way that the quality of children's lives will be improved as a result. This synopsis of CAA reports of the last several years integrates contributions of many groups. Actions that citizens can take to help children are suggested. Issues relating to children in Arizona are discussed, and the state's responses to the issues are described. For each issue, proposals for action by elected officials are offered. The issues concern: (1) maternal and child health care, including prenatal care, health insurance, and immunization; (2) early care and education; (3) abused and neglected children; (4) homelessness and housing; and (5) poverty. A list of 23 references is provided. (BC)

ED 331 608 PS 019 414

Ratnaike, Jayananda

Preparing To Help the Young Child Learn and Grow: Training ECCE Personnel. UNESCO-UNICEF Co-operative Programme Digest No. 5.

United Nations Children's Fund, Bangkok (Thailand); United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Report No.—ED-85/WS-34

Pub Date—18 Apr 85

Note—119p.; Photographs will not reproduce well.

For other titles in this series, see PS 019 415-425.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Developing Nations, Early Childhood Education, Educational Objectives, Educational Resources, Family Involvement, *Family School Relationship, Foreign Countries, Guidelines, *Instructional Design, Learning Activities, *Models, Preschool Education, *Preschool Teachers, *Teacher Education
Identifiers—*Conceptual Frameworks

The training of preschool facilitators is considered in the context of the new emphases on preschool education in developing countries. The term "facilitator" refers to anyone who contributes to a young child's learning in any situation. Components of the contextual framework include: (1) emerging concepts of early childhood education; (2) the learning environment; (3) preschool and home; and (4) basic considerations in personnel training. Discussion focuses on general design issues and frameworks, rather than a specific model. Special emphasis is

given to the training of facilitators concerned with the educational development of 3- to 6-year-olds. The importance of the home learning environment is a pervasive theme of the text. An introductory chapter is followed by Chapter II, which covers resource frameworks for designing preschool facilitator training, the process of establishing facilitator competency profiles, a theory of teaching, the learning environment, performance analysis, and tasks and competencies. In Chapter III, training modes are discussed in terms of general characteristics, a short course design, and a comprehensive training system. Chapter IV concerns special design issues related to assignments for the trainee facilitator and alternative modes for using theory in training. Chapter V outlines the family's role as a partner in preschool education. (RH)

ED 331 609 PS 019 415

Morley, David And Others

Mobilizing Education to Reinforce Primary Health Care. UNESCO-UNICEF Co-operative Programme Digest No. 10.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—87

Note—149p.; For other titles in this series, see PS 019 414-425.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Child Health, Curriculum Design, *Developing Nations, Elementary Education, *Elementary School Students, Guidelines, Individual Development, *Learning Activities, Nutrition, Preschool Education, *Primary Health Care, *Student Participation, *Teacher Education, Teacher Role

Identifiers—Child Growth Charts, *Child to Child Program

This digest on education and primary health care brings together five articles which offer practical guidelines for action at both policymaking and operational levels. The major emphasis is on the child-to-child approach. Articles concern: (1) suggestions for curricular and cocurricular activities for involving school children in community health; (2) teachers and pupils as health workers; (3) health and nutrition in early childhood development; (4) a guide for a publication on using growth charts in relation to variables affecting children's development; and (5) health care development through community-oriented teacher training. Three appendices are included. Appendix I lists health related supplies, equipment, and drugs. Appendix II offers a curriculum design for training teachers in health care. Appendix III provides a summary description of the courses in three teacher training centers in Sudan, Papua New Guinea, and Cameroon. (RH)

ED 331 610 PS 019 416

Prakash, Veda And Others

Extending Basic Learning Opportunities: Challenge and Response. UNESCO-UNICEF Co-operative Programme Digest No. 16.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—Jan 86

Note—145p.; For other titles in this series, see PS 019 414-425.

Pub Type—Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, Case Studies, *Community Involvement, Developing Nations, *Elementary Education, *Equal Education, Foreign Countries, *Nonformal Education, Program Descriptions, School Buildings, *School Construction
Identifiers—Bangladesh, India, Kenya, Trinidad and Tobago

This digest focuses on problems encountered in the expansion of facilities for universal primary education and responses being developed to overcome these problems. The central message of the document is that nonformal structures of learning and community involvement play a key role in the expansion of basic learning opportunities in the developing world. The digest contains 10 chapters divided among 4 sections. Introductory materials in Section I address the concept of universal primary education and the meaning of nonformal education. Topics discussed in Section II concern experiences of several countries, including Bangladesh, India, and Kenya, in implementing nonformal education.

Also discussed are criteria for the identification of nonformal educational programs. Section III concerns the education of girls and women. Section IV covers general principles of community participation, presents a case study from the Caribbean on community participation, and explores ways of tapping community resources for construction of primary school buildings. Two appendices are included. Appendix I offers the text of relevant sections of UNESCO's Second Medium Term Plan (1984-1989). Appendix II provides annotated bibliographic citations on children, families, and communities. (RH)

ED 331 611 PS 019 417

Jabre, Bushra

Education and Primary Health Care. UNESCO-UNICEF Co-operative Programme Digest No. 17.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France). Regional Office for the Middle East and North Africa.

Pub Date—Mar 86

Note—129p.; For other titles in this series, see PS 019 414-425.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Child Health, Developing Nations, Elementary Education, Foreign Countries, Guidelines, *Health Education, *Health Promotion, International Programs, *Nonformal Education, *Primary Health Care, Teacher Education
Identifiers—Child to Child Program, *Formal Education, UNICEF

This digest concentrates on UNICEF's program priorities and summarizes the contents of the first 17 issues of its series on education and primary health care (PHC). Chapter I offers an introduction to PHC. Chapter II describes UNICEF's child health revolution, focusing on the direct and immediate interventions of growth monitoring, oral rehydration therapy, breast-feeding, and expanded immunization. Chapter III takes up the central topic of education for PHC. Chapter IV describes nonformal education for PHC in terms of planning strategies, strategies of implementation, and illustrative and innovative approaches. Subsections concern: (1) an illustrative approach to nonformal education for the purpose of reducing infant mortality; (2) creation and communication of suitable messages; (3) innovative approaches; (4) the process of evolving specific programs of action; and (5) the use of the mass media in nonformal education. Chapter V focuses on formal education for PHC, offering suggestions for the promotion and organization of school health education programs in the context of PHC. An appendix includes lists of topics in health education that are appropriate for presentation in primary schools and teacher training courses. (RH)

ED 331 612 PS 019 418

Early Childhood Development: Two Papers on UNICEF Policy and Programming. UNESCO-UNICEF Co-operative Programme Digest No. 18.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—84

Note—110p.; For other titles in this series, see PS 019 414-425.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advocacy, At Risk Persons, Child Caregivers, Community Development, *Delivery Systems, Foreign Countries, Guidelines, *Individual Development, International Programs, *Intervention, Learning Activities, Policy Formation, Preschool Education, Program Development, Stimulation, *Teacher Education, *Young Children
Identifiers—*Risk Management

This two-part digest offers a paper on early childhood development and a discussion of programming for early childhood care and development. In the first paper, an initial discussion of early childhood development is followed by a review of child development projects and an exploration of implications for policy and action. Appendices to this paper provide lists of (1) psychosocial stimulation activities for young children and (2) the main problems of child development. The latter list includes recommended program emphases for various socioeconomic situations. The second paper, on programming for early childhood care and develop-

ment discusses: (1) five complementary approaches to enhancing child development; (2) the delivery of services that support child care and development centers; (3) the education of caregivers; (4) community development; (5) the process of strengthening national resources and capacities; and (6) advocacy on behalf of children. (RH)

ED 331 613 PS 019 419

Kagia, Ruth. *And Others*
Education for Child Survival and Development in Africa. UNESCO-UNICEF Co-operative Programme Digest No. 20.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—86

Note—110p; For other titles in this series, see PS 019 414-425.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Health, Developing Nations, Environmental Education, *Environmental Influences, Foreign Countries, Guidelines, Health Education, *Individual Development, *Nutrition, Nutrition Instruction, Periodicals, Population Education, Preschool Education, *Research Needs, Sanitation, Water

Identifiers—*Africa, Child to Child Program, Survival Education

Collected in this digest are nine articles concerning education for child survival and development in Africa. Topics include: (1) the role of basic education in the promotion of child survival and development; (2) child health in Eastern and Southern Africa, including discussions of problems, interventions, and the role of education for health; (3) basic education for nutrition; (4) research issues in education for health; (5) health and the environment in Africa; (6) the Pied Crow's Environment Special Magazine, Kenya's innovative publication on environment and health for upper primary school students; (7) children as agents of change, with particular attention to water and sanitation issues; (8) basic development education in Ethiopia; and (9) child survival and development through environmental and population education. (RH)

ED 331 614 PS 019 420

Chicot, Claude. *And Others*

Some Recent Ideas on School Feeding. UNESCO-UNICEF-WFP Co-operative Programme Digest No. 21.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—86

Note—149p; For other titles in this series, see PS 019 414-425.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Developing Nations, Elementary Secondary Education, *Food, Foreign Countries, *Nutrition, *Program Design, *Program Evaluation, *Research Needs, School Activities, *Science Education

Identifiers—*Food Distribution Programs, Madagascar, Niger, UNESCO

This digest for national and international officials, educational administrators, teacher trainers, and teachers addresses the purposes and goals of school feeding projects. Projects that both do and do not receive donated food from abroad are considered. The digest is introduced with a discussion of background information. This discussion raises basic questions about school feeding programs and offers tentative replies. The articles that follow concern: (1) educational experiences and learning activities that could be linked to school feeding programs; (2) suggestions for ways to link cognitive interventions to school feeding programs; (3) a proposal for research on the impact of school feeding programs; (4) the development of a relatively simple method to monitor and evaluate school feeding programs; and (5) a school feeding program in Madagascar that was linked to a teacher training program. A statement on the World Food Programme's goals that was made by the program's director in 1986 is appended. (RH)

ED 331 615 PS 019 421

Meeting the Challenge of Basic Education and Literacy in Latin America and the Caribbean. Highlights of a Unesco/UNICEF Regional Seminar on the Universalization of Primary Education and Literacy (Sucre, Bolivia, May 4-10,

1987). UNESCO-UNICEF Co-operative Programme Digest No. 24.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-88/WS/3

Pub Date—87

Note—88p; For other titles in this series, see PS 019 414-425.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, Bilingual Education Programs, Child Development, Communication (Thought Transfer), Developing Nations, *Early Childhood Education, Educational Innovation, Females, Foreign Countries, International Cooperation, *Literacy, Multicultural Education, Nonformal Education, *Primary Education, Program Descriptions, *Program Development, Seminars, Social Mobility, Young Children

Identifiers—*Basic Education, Bolivia, Caribbean, Latin America, Native Americans, Nicaragua, Peru

This digest presents the main elements of a regional seminar held in Sucre, Bolivia, to analyze and assess basic education and literacy programs that have been implemented in Latin America and the Caribbean. In addition to UNICEF and UNESCO officials, some 36 experts from 11 countries participated in the meeting. Although the initial aim of the seminar was to analyze the progress of the projects which, with the cooperation of UNICEF and UNESCO, were operating in Peru, Bolivia, and Nicaragua, the seminar extended its focus to include basic planning problems related to programming for small children, women, and indigenous populations. Recommendations reaffirmed the need for a dynamic approach from a perspective of ongoing education within the framework of authentic sociocultural contents. The text of the digest provides an analysis of educational problems and strategies to use in addressing the problems, lessons from the experience of projects in the program for Universal Primary Education and Literacy (UPEL), analyses of other innovations in the region, new challenges for the region, and some thoughts on international cooperation. Annex I presents summaries of UPEL projects in Bolivia, Peru, and Nicaragua, while Annex II provides the text of the Declaration of Sucre. The Sucre Declaration sums up the main preoccupations of the participants. (RH)

ED 331 616 PS 019 422

Child Labour and Education: Issues Emerging from the Experiences of Some Developing Countries of Asia. UNESCO-UNICEF Co-operative Programme Digest No. 28.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—89

Note—105p; For other titles in this series, see PS 019 414-425.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Labor, *Children, *Developing Nations, Educational Innovation, *Elementary Education, *Females, Intervention, Program Development

Identifiers—*Asia (Southeast), India, Malaysia, Philippines, Program Characteristics, Sri Lanka, Thailand

This digest examines the problem of child labor and education in India and other Southeast Asian countries. It offers novel insights into the extent of child labor and the shortcomings and inertia of educational systems in adapting to the needs of working children. Also, the digest describes a series of promising educational innovations meant to bring education within the reach of working children and youth. Particular attention is given to the condition of the female working child. Innovative strategies that are discussed include India's Institute of Psychological and Educational Research, Self-Employed Women's Association, the voluntary agency named Chetna Vikas, the Indian Institute of Education, a crafts project in Madhya Pradesh, and the Indian Institute of Rural Workers. Thailand's mobile school, Malaysia's on-the-job training, and Bangladesh's educational program for underprivileged children are also discussed. It is concluded that the record of achievement in the field of education in South Asia is not impressive, except in the cases of Thailand and Sri Lanka. Powerful vested interests,

whether in semi-feudal agriculture or unorganized industry, continue their severe exploitation by actively recruiting child labor in a perpetual quest for profit. State intervention is needed to achieve the goal of universal primary education. (RH)

ED 331 617 PS 019 423

Toy, A. K. R.

'Child-to-Child' in Africa: Towards an Open Learning Strategy. UNESCO-UNICEF Co-operative Programme Digest No. 29.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—89

Note—161p; For other titles in this series, see PS 019 414-425.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Curriculum Development, Developing Nations, Educational Change, Educational Improvement, Elementary Education, Foreign Countries, *Generalization, Guidelines, *Health Education, *Open Education, Preschool Education, Program Descriptions, *Teaching Methods

Identifiers—*Africa, *Child to Child Program

Based on a meeting of experts convened in Lome, Togo in June, 1989, this digest aims to demonstrate what is understood to be the broad potential of the child-to-child approach, which many people think of as being applicable only to health education. The digest contains three main sections. Section A highlights the original cultural references of the concept. Particular attention is given to the transition from traditional educative models to a transcultural, child-to-child approach in public health education. Section B offers examples of this practical application in a number of Sub-Saharan countries of Africa, including Kenya, Zimbabwe, Botswana, Burkina Faso, Mali, Mauritania, and Nigeria. Section C emphasizes the potential of the child-to-child approach in teaching all subjects in the elementary school. Annexes provide recommendations of the Lome Meeting, citations of expert papers presented at the Lome Meeting, and a child-to-child activity sheet. (RH)

ED 331 618 PS 019 424

Myers, Robert G.

Programming for Early Child Development and Health: The Value of Combining Nutritional and Psycho-social Interventions and Some Ways to Do It. UNESCO-UNICEF Co-operative Programme Digest No. 30.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-90/WS-16

Pub Date—90

Note—107p; For other titles in this series, see PS 019 414-425.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Health, Curriculum Development, Developing Nations, Foreign Countries, Guidelines, *Holistic Approach, *Individual Development, Models, *Nutrition, *Program Development

Identifiers—*India, *Psychosocial Development, Survival

This digest issues a call to make good on the rhetoric of "integrated attention to the whole child" and provides some suggestions about how that might be done, beginning with combined interventions aimed at improving the nutritional status and the psychosocial development of the young child. After an introductory chapter that provides a summary of the argument, the problem is discussed in Chapter II in terms of the rhetoric of integrated attention, forms of integration, and under-estimation of the importance of combined, or coordinated, actions among agencies. Chapter III defines child development and offers a multi-dimensional rationale for attending to developmental concerns. Chapter IV discusses the impact of nutrition on development in terms of the relevant research base and implications for programming. Chapter V offers guidelines for intervention. Chapters VI and VII discuss ways of incorporating psychosocial development into, respectively, nutrition plans and programs and nutrition manuals. Chapters VIII and IX illustrate holistic approaches with examples of programs in Northeast Thailand and in India, Indonesia, Brazil, Chile, and Jamaica. An appendix describes Mosley and Chen's analytical framework for the study of child survival in developing countries, indicates

why the model is particularly important, and suggests a revised model that incorporates the idea of development. Fifty-five references are included. (RH)

ED 331 619

PS 019 425

Swaminathan, Mina

The First Three Years: A Sourcebook on Early Childhood Care and Education. UNESCO-UNICEF Co-operative Programme Digest No. 31.

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-90/WS-28

Pub Date—90

Note—150p.; For other titles in this series, see PS 019 414-424.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Child Health, Cognitive Development, *Day Care, Day Care Centers, *Developing Nations, Foreign Countries, Guidelines, *Individual Development, *Infants, Language Acquisition, Learning Activities, Motor Development, *Preschool Education, Social Development, *Toddlers

Providing guidelines on day care for children under 3 years of age in developing countries, this digest has been written out of a firm conviction that it is entirely possible for developing countries to provide a system of early childhood care and education that is affordable, humane, culturally appropriate, and supportive of child development. The first section summarizes important concepts in child development, sketching the philosophy which underlies the practical hints and suggestions found in the later sections. The core of the book, section 2, suggests a program, including materials and activities, that fosters and promotes growth and development. The four chapters of section 2, focus on motor and mental development, personal and social development, language development and health care. In each chapter, the basic theoretical concepts are outlined and suggestions for activities through which goals may be achieved are detailed. The third and concluding section briefly discusses some issues in the organization of a child care center, such as the role of the caregiver, working with parents, and involving the community. General principles are stressed that can be applied in diverse cultures and situations. An appendix offers directions on making toys and play objects from easily available materials. (RH)

ED 331 620

PS 019 462

Corst, David A.

Family Day Care in Denmark: A Model to be Emulated.

Pub Date—[88]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, Early Childhood Education, *Educational Improvement, *Family Day Care, *Federal Regulation, Foreign Countries, Models, *Social Responsibility, Standards, Supervisors

Identifiers—*Denmark, Parent Caregiver Relationship, Supervisor Supervisee Relationship

This report describing family day care in Denmark is based on discussions with early childhood professionals in Denmark. Regulations for conducting family day care are set out in national guidelines which focus on: (1) supervision of children and providers by a trained child care professional who oversees not more than 50 children; (2) selection of homes; (3) responsibilities of providers; (4) providers' pay and sources of funding for pay; and (5) providers' training. Functional aspects of successful family day care are also described. These include the teaming of providers, supervisor visits, the allowed limit of five children per home, and the political and social context of day care. Implications of the Danish system for the United States are drawn. Sustained efforts to improve family day care in the United States should include increasing registration standards, developing funding, encouraging certification, and supporting supervised systems. (BC)

ED 331 621

PS 019 483

Ekstrand, Lars Henric

Children in India and Sweden. Center for Multicultural Studies Report No. 23. Reprints and Mini-prints No. 708.

Lund Univ. (Sweden). Malmö School of Education. Report No.—ISSN-1100-3391

Pub Date—Oct 90

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Development, Cultural Awareness, Developed Nations, Developing Nations, Educational Research, Elementary Education, Foreign Countries, Individual Development, *International Cooperation, *International Programs, Nonformal Education, Preschool Education, *Teacher Education, *Teacher Exchange Programs

Identifiers—*India (Orissa), *Sweden (Malmö)

"Children in India and Sweden" is the name of an interactive exchange project between the University of Lund and several partners in Orissa, India. It is based on a philosophy of mutual learning and cooperation between developed and developing countries. Its aims include improved teacher training and support of educational research in both countries. Ten principles of the project are discussed. Also discussed are programs involved in the project. These include: (1) Visiting India; (2) Visiting Sweden; (3) the School Practice Program; (4) Sister School; (5) the Preschool Development Center; (6) the Teacher Training Center; (7) the Study Circle; (8) the Seminar Program; (9) the Information Program; (10) the Sponsor Program; (11) the Program for Organization Cooperation; and (12) the Research Program. A reference list is provided. The original project proposal is reprinted in an appendix, and an addendum reviews the research and development of the project. (BC)

ED 331 622

PS 019 486

McGee, Jerry C. And Others

A Study of Early Childhood Programs and Program Readiness in the Texas Public Schools, Ages Three through Five.

Phi Delta Kappa, Huntsville, TX. Sam Houston State Univ. Chapter.; Sam Houston State Univ., Huntsville, TX. Div. of Teacher Education.

Spons Agency—Phi Delta Kappa, District III.

Pub Date—Jan 91

Note—19p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Educational Legislation, Eligibility, Full Day Half Day Schedules, Lunch Programs, *Preschool Children, Preschool Curriculum, *Public Schools, *School Activities, School Districts, *School Readiness, State Aid, *State Programs

Identifiers—Phi Delta Kappa, *Program Expansion, Sam Houston State University TX, *Texas

The Sam Houston State University Chapter of Phi Delta Kappa used a 32-item questionnaire to collect discrete data on early childhood programs in Texas. Also collected were individuals' impressions, attitudes, and readiness plans for early childhood program expansion. The survey was a response to legislative developments, particularly a 1990 Texas law providing for an optional 3-year-old program to serve disadvantaged children. Results of the survey are presented. Responses concern school district characteristics and respondents' professional positions, transportation and lunch programs, percentage of eligible children enrolled, funding for the 3-year-old program, school attendance and space, developmental play, parents' role in Texas's early childhood programs, teacher training and experience, and curriculum. Major findings are summarized. There was no difference between the responses of the total group of respondents and the Phi Delta Kappa subgroup. Results indicated that: (1) the movement for program expansion is viewed with mixed feelings; (2) a total of 43 percent of districts responding do not serve lunch to half-day students; (3) special assistance is needed if principals are to coordinate instructional and parenting programs; and (4) support monies will be needed if operational monies are provided. A copy of the questionnaire is included. (BC)

ED 331 623

PS 019 488

Jackson, Jacquelyne Faye

Multiple Caregiving among African Americans and Infant Attachments: Issues and an Exploratory Study.

Pub Date—[90]

Note—65p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attachment Behavior, Black Culture, Black Family, *Blacks, *Child Caregivers,

*Cultural Context, Cultural Differences, Exploratory Behavior, *Infants, Mothers, Sex Differences, Socialization
Identifiers—*African Americans, Distress, *Multiple Caregivers

Attachments of African-American infants should be studied with a focus on cultural practices involved with multiple caregiving. Assessments of African-American infant attachments that use standards of a culture in which care is provided by a primary caretaker should be replaced by assessments based on the cultural perspective of African-Americans. This exploratory study tested 37 African-American 1-year-olds in several separation/reunion situations involving the mother and a second caregiver. Results showed consistent reactions of infants to each attachment figure. There was no bias toward mothers as a class. Results for various behavior scales indicated: (1) infant use of attachment figures as a basis for exploration; (2) sociability with stranger independent of attachment figure presence; (3) distress when infant was left alone with stranger; and (4) no difference in seeking proximity, maintaining contact, being inattentive, or resisting after each type of separation/reunion. Hypotheses that infants would respond similarly to both attachment figures and use both attachment figures as a basis for exploration were supported. The hypothesis that infants who were stressed would use caregivers for consolation was not supported. It is inferred that culturally sanctioned patterns of caregiving do not produce pathological relationships. Rather, they produce traits consonant with African-American socialization objectives. (BC)

ED 331 624

PS 019 492

Klerman, Lorraine V.

Alive and Well? A Research and Policy Review of Health Programs for Poor Young Children.

Columbia Univ., New York, N.Y. School of Public Health.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Report No.—ISBN-0-926582-02-X

Pub Date—91

Note—137p.

Available from—National Center for Children in Poverty, Columbia University, 154 Haven Avenue, New York, NY 10032 (\$8.95, plus \$3.00 postage and handling. Discount on orders of 10 or more copies.)

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Health, Comparative Analysis, Death, Diseases, *Economic Factors, *Family Characteristics, Family Planning, Health Programs, *Health Services, Incidence, Individual Needs, Literature Reviews, *Low Income Groups, Poverty, Pregnancy, Program Effectiveness, *Program Improvement, *Public Policy, Social History

Identifiers—Special Needs Children

Focusing on families with children under the age of 6 years whose incomes fall below the federal poverty level, this monograph provides the first comprehensive overview and assessment of the literature of the past decade concerning policies and programs addressing the health needs of children in poverty. Chapter One introduces themes in the complex relationship between economic disadvantage and health among young children. Chapter Two outlines the history of health services in the United States for children, giving particular attention to program effectiveness. Chapters Three, Four, Five, and Six review the ways in which poor children's health is worse than that of nonpoor children, summarize the health problems of specific populations of poor children, explore how poverty can affect health status, and describe the personal health care patterns of poor families. Chapter Seven demonstrates that many programs work, whether they are community-oriented or personal health services, such as maternity or infant/child care. Chapter Eight looks to the future, comparing and contrasting policy approaches to improving children's health, and offering programmatic recommendations. Supplementing the text are a glossary of 48 terms and programs, 379 references, 18 figures, 4 tables and the names, addresses, and titles of staff of the National Center for Children in Poverty. (RH)

ED 331 625

PS 019 498

Becker, Henry Jay

Opportunities for Learning: Curriculum and Instruction in the Middle Grades. Report No. 47.
Center for Research on Elementary and Middle Schools, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 90

Contract—OERI-G-90006

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Design, Basic Skills, *Courses, *Curriculum Design, Curriculum Research, Elementary Secondary Education, Ethnic Groups, *Instructional Program Divisions, *Middle Schools, School Location, School Size, Socioeconomic Status, Student Characteristics, *Teaching Methods

Identifiers—Active Learning, *Middle School Students

In 1988, the Johns Hopkins Center for Research on Elementary and Middle Schools conducted a survey of over 1,700 middle school principals. This survey was part of an effort to analyze the content and skills that middle grades students are taught, the instructional methods through which they are taught, and the influences of school, community, and student body characteristics on curriculum and instruction. Course areas surveyed included academic subjects, practical and fine arts, and exploratory courses. Teaching practices surveyed involved basic skills and active learning as they applied to English, mathematics, science, and social studies. School characteristics surveyed included grade organization, and school and class size. Information on the school's community, students' ethnicity, and students' family economic background was also gathered. Analyses of responses indicated that school structure and location, and the economic backgrounds of students, affect the kinds of courses and instruction provided. (BC)

ED 331 626 PS 019 511

Teenagers and Family Planning: A Case of Special Needs. Fact Sheet Number 2.

Minnesota Univ., Minneapolis. Center for Early Education and Development.

Pub Date—Mar 91

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Early Parenthood, *Family Planning, Family Problems, Individual Development, Public Policy, *Sexuality, *Student Attitudes

Identifiers—*Minnesota

Facts on teenage pregnancy, particularly with reference to Minnesota, are discussed. Contents discuss the following topics: Teenage pregnancy is a significant problem in the United States; adolescents' stage of development influences their views on sexuality; many sexually active adolescents do not use contraceptives; adolescent males have special family planning needs; and, family planning programs for teens are necessary and cost-effective. Concluding remarks suggest action policy-makers can take regarding the promotion of legislation and establishment of incentives for program development. (RH)

ED 331 627 PS 019 512

Northwest Regional Educational Laboratory 1990

Annual Report to Members.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—90

Note—60p.; Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indian Education, Educational Assessment, *Educational Development, *Educational Improvement, *Educational Objectives, Educational Planning, Educational Technology, Elementary Secondary Education, High Risk Students, Literacy, Parent Participation, *Program Descriptions, *Research and Development

Identifiers—Educational Issues, *Northwest Regional Educational Laboratory

The mission of the Northwest Regional Educational Laboratory (NWREL) is to help others improve outcomes for children, youth, and adults by providing research and development assistance to schools and communities. In this 1990 annual report of the NWREL to its members, the seven areas of

emphasis that guide the planning of NWREL activities for 1990-95 are described. Numerous NWREL accomplishments of the past year are highlighted and several are described in detail. Fiscal information on the organization is provided. Lists of 1990 activities, contracting agencies, members of the NWREL staff and governing board, and member institutions are included. (BC)

ED 331 628 PS 019 518

Symposium on New Directions in Human Development and Family Studies: Research, Policy and Program Interfaces (Baroda, India, November 8-10, 1990). Report of Symposium Proceedings.

Baroda Univ. (India). Dept. of Human Development and Family Studies.

Pub Date—Nov 90

Note—36p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Conferences, Developing Nations, Family Life, Foreign Countries, *Indigenous Populations, *Individual Development, *Policy Formation, Program Development, *Research Methodology, *Research Needs, *Theories

Identifiers—*India

Deliberations at a national symposium on new directions in human development and family studies in the Indian context focused on: (1) assessment of the knowledge base; (2) identification of gaps in substantive content and scope for improving methodology; (3) delineation of research needs with special attention to gender issues; and (4) preparation of guidelines for strengthening interfaces among research, programs, and policy. Participants saw a need for indigenous theories and models that would provide a framework for viewing Indian reality through Indian eyes. These theories and models would be based on data gathered by tools and tests developed for and suited to Indian conditions, but would draw from the fund of knowledge and technology accumulated in the West. It was agreed that: (1) conditions require researchers and policy and program planners to take a holistic view of the situation they seek to change or remedy; (2) programs must be designed to address the real needs of the group or community for which they are intended; and (3) effective linkages require improved communication between researchers, policymakers, program planners, and the public. Priority areas for research in human development and family studies are delineated. (RH)

ED 331 629 PS 019 523

Health Care: Children's Medical Services Programs in 10 States. Report to the Chairman, Committee on Finance, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-89-81

Pub Date—Jul 89

Note—12p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies \$2.00 each; quantity discount).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Health, Diseases, Eligibility, *Health Programs, *Medical Services, *State Federal Aid, State Government, *State Programs

Identifiers—*Maternal and Child Health Block Grants, Support Services

This report describes states' use of federal maternal and child health services (MCH) block grant funds to support their children's medical services (CMS) programs. Program officials and appropriate documents in 10 states were reviewed. Although all states allocated MCH funds to CMS programs, they did not typically designate the funds for particular programs. In 1987, the 10 states spent a total of \$242 million for CMS programs, of which 11 percent came from MCH grants. Program coverage included many medical services, such as physician visits and medications, and some support services, such as counseling and case management. An estimated 261,000 children were served in 1987. Program eligibility requirements typically involved residency, age, income, and medical condition. Appendices to this report include a copy of a letter from the Department of Health and Human Services and a list of major contributors to the report. (BC)

ED 331 630 PS 019 537

Terbush, Richard I. And Others

The Relationship between Selected Skill Measures of Kindergarten and First Grade Students and Academic Success.

Pub Date—Nov 90

Note—20p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Basic Skills, *Elementary School Students, *Kindergarten Children, *Predictive Measurement, Primary Education, *Screening Tests

Identifiers—House Tree Person Projective Test, Iowa Tests of Basic Skills, Motor Activity Scale, Peabody Picture Vocabulary Test, Preschool Language Scale, Visual Motor Integration Test

A study was conducted to determine which of five tests used in the Early Prevention of School Failure (EPSF) program were the best predictors of student academic success at the end of first grade. The tests, which were administered upon children's entrance to kindergarten, were the Peabody Picture Vocabulary Test (PPVT), the Preschool Language Scale (PLS), the Visual-Motor Integration Test (VMI), the House-Tree-Person Test (HTP), and the Motor Activity Scale (MAS). These tests were the independent or predictor variables and were compared approximately 2 years later to scores of subtests from the Iowa Test of Basic Skills (ITBS). The five ITBS subsections considered were the vocabulary, reading, total language, work study skills, and total mathematics subsections. Subjects were 137 kindergarten children. Findings established that four of the five tests significantly predicted students' academic success: the PPVT, the PLS, the HTP, and the VMI. Children who scored low on these tests tended to score low on sections of the ITBS. (Author/RH)

ED 331 631 PS 019 539

Bowers, Deloris

Using Peer Tutoring as a Form of Individualized Instruction for the At Risk Students in a Regular Classroom.

Pub Date—Feb 91

Note—49p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Elementary School Students, Grade 2, Grade 3, *High Risk Students, Individual Instruction, *Low Achievement, *Peer Teaching, Primary Education, Reading Instruction, Self Esteem, *Student Improvement, *Tutoring

This practicum report describes a primary school teacher's use of peer tutoring as a form of individualized instruction for at-risk students in a regular classroom. Targeted students were four 2nd graders and four 3rd graders who did not produce the quantity of work required but scored too high on psychological tests for placement in special programs. These students also scored below the 35th percentile in reading on the California Test of Basic Skills. Peer tutors were selected, trained, and supplied with a variety of tutoring materials. Students were pre-tested with a measure from the Basal Reading Magazine. Learning activities, such as working in matched pairs on daily assignments and applying critical thinking skills to reading activities, were implemented. Students studied reading with peer tutors 30 minutes each day for 12 weeks. When the students were posttested with the pretest measure, they scored between 95 and 100 percent on the posttest. Appendices provide related material, such as a student attitude survey and three brief tests of basic reading skills. Twenty-eight references are listed. (RH)

ED 331 632 PS 019 564

Midkiff, Ruby Bostick And Others

Learning Style Needs of At-Risk Students: Teaching Math and Social Studies the Way They Learn.

Pub Date—91

Note—17p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Cognitive Style, Elementary Education, Emotional Experience, Guidelines, *High Risk Students, Interpersonal Relationship, Learning Activities, *Mathematics Instruction, Psychological Characteristics, Sensory Experience, *Social Studies, *Stimuli, Student Characteristics, Teacher Im-

provement. *Teaching Methods, Units of Study
Extensive data verify the existence of individual differences among youngsters: differences so extreme that identical methods, resources, or grouping procedures can prevent or block learning for most of them. While research shows that most students cannot learn effectively by just listening and imitating, most teachers continue to teach as they were taught, not as they were taught to teach. Many educational authorities agree that accommodating students' learning styles can produce an increase in achievement and attitude test scores, student morale, self-confidence, and self-esteem. Reductions in the number of discipline referrals and in the amount of tension in schools have also been associated with teaching according to students' learning styles. Instruction in mathematics and social studies content and skills is easily organized according to students' learning styles and needs and is easily adapted to problem-solving strategies. This document discusses the need for improvement in math and social studies instruction, characteristics and needs of academically at-risk students, the process of implementing a learning styles model, and emotional, sociological, physical, and psychological stimuli. Learning activities that could be incorporated into an elementary social studies unit are described. Contains 31 references. (RH)

ED 331 633

PS 019 566

Glantz, Felicia

Increasing Pre-school Staff Awareness of Their Legal Responsibilities through Training and a Series of Workshops.

Pub Date—91

Note—58p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Abuse, Child Neglect, *Educational Practices, First Aid, Inservice Teacher Education, Legal Problems, *Legal Responsibility, Preschool Education, *Preschool Teachers, Safety, Student Records, *Teacher Improvement, Workshops

Due to their lack of knowledge concerning legal aspects of education, the staff of a preschool was uncertain about the legality of accepted practices in early childhood education and, consequently, exhibited low morale. To remedy the situation, the director of a preschool and kindergarten implemented and evaluated a 10-week practicum intervention designed to acquaint staff members with legal issues concerning their jobs. A legal expert was consulted and changes in school policies were recommended. A series of workshops addressed these areas of concern: (1) child abuse; (2) negligence; (3) safety and first aid; and (4) children's school records. Each workshop focused on legal questions and ways the staff could function professionally while protecting themselves from legal action. Evaluation data suggested that the intervention was effective. Interaction in workshops led to increased closeness and higher morale among participants. Practices that might be considered legally questionable or lead to legal accusations were modified by most participants. Although some staff members became overly cautious after learning about possible legal problems, most felt more confident than before instruction. Appendices provide related materials, including tabulated questionnaires, interview questions, proposed additions to school policy, and workshop handouts. (Author/RH)

ED 331 634

PS 019 567

Broughton, Belinda

Creative Experiences: An Arts Curriculum for Young Children Including Those with Special Needs.

Chapel Hill Training-Outreach Project, N.C.

Pub Date—86

Note—253p.

Available from—Chapel Hill Training-Outreach Project, Lincoln Center, 800 Eastowne Drive, Suite 105, Chapel Hill, NC 27514 (\$25.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Note Available from EDRS.

Descriptors—*Art Activities, Cognitive Development, *Creative Expression, Disabilities, *Dramatics, Elementary Education, Elementary School Curriculum, Individual Development, Interpersonal Competence, Language Acquisition, Lesson Plans, Mainstreaming, Motor Development, Movement Education, *Music, Prewriting, *Visual Arts, *Young Children

For use in any classroom or group setting for young children, this arts curriculum guide provides a total of 112 learning activities equally distributed across the areas of creative movement, drama, music, and visual arts. The activities are correlated with the Learning Accomplishment Profile (LAP), a developmental assessment instrument. Because the activities are meant to be especially useful in mainstream class settings, each activity includes suggestions for modification in five areas of impairment: hearing, mental, physical, speech, and visual. Concerning correlation with the LAP, four skills are included for each of seven developmental areas; for example, in the section on creative movement there are four activities apiece in gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal-social areas. Indexes provide a list of LAP skills included in the guide; skills are listed in the LAP's numerical order. Each activity is outlined in terms of title, related skills, needed materials, procedure, suggested modifications, and variations for enrichment activities. (RH)

ED 331 635

PS 019 570

Gammage, Philip

Changing Ideologies and Provision in Western Canadian Primary Education.

Pub Date—Mar 91

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decentralization, *Early Childhood Education, Educational Change, Educational Legislation, *Educational Policy, *Educational Trends, Foreign Countries, Policy Formation, *Politics of Education, Preschool Education, State Legislation

Identifiers—*Alberta, *British Columbia, Developmentally Appropriate Programs

Research suggests that there has been no single, unidimensional, totally agreed-on shift in educational beliefs in Alberta and British Columbia between 1984 and 1990. Rather, several ideologies, research findings, and powerful political voices seem to have coalesced toward the end of the 1980s. The shift in ideas that resulted has been actively supported, lobbied for, and influenced by early childhood groups in both provinces. Both provinces have recently: (1) legislated for school change; (2) claimed that change in early childhood education and primary education leads to flexibility and a more developmentally based framework for children; (3) taken pains to provide for steady, smooth development between stages of learning and between learning outcomes and activities; (4) emphasized the importance of not using solely decontextualized forms of assessment and viewing assessment and evaluation as essentially supporting the child's learning. Both provinces have emphasized: (1) the importance of close linkage between home and school; (2) the dangers inherent in inadequate provision of an effective basis for early childhood education; (3) the greater attention now to be given to linguistic diversity and immigrant culture; (4) arts and humanities in the curriculum; (5) integration of learning experiences and differentiated access to the curriculum for the younger child; and (6) the social nature of learning. (RH)

ED 331 636

PS 019 578

Halberstadt, Amy And Others

Children's Facial Management of Affective Displays.

Pub Date—Apr 91

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Elementary Education, *Elementary School Students, *Encoding (Psychology), *Facial Expressions, Grade 2, Grade 4, Nonverbal Communication, Videotape Recordings

Identifiers—*Activity Preferences

A total of 68 second- and fourth-graders participated in a study of children's expressiveness and encoding and decoding skills. They were chosen on the basis of their parents' self-reports of low or high expressiveness on the Family Expressiveness Questionnaire. In hour-long, videotaped interviews with their mothers, subjects sorted 25 cards depicting a variety of activities into piles according to the likeability of the activities. Subjects discussed the activities in two different ways. For a measure of baseline

affect, they described the two most liked, two most neutral, and two most disliked activities, and why they felt the way they did about the activities. For a measure of encoding skill, they attempted to describe those activities in ways that did not reflect their real feelings about the activities. After being given the example of a child showing joy at receiving an unwanted gift from grandparents, children were asked to discuss both the liked and disliked items as if they were neutral (inhibition); the liked items as if they were disliked and vice versa (masking); and the neutral items as if they were liked and disliked (simulation). Findings revealed that children from both grades were fairly accurate in their attempts to inhibit, mask, and simulate both positive and negative affect. No main effects were found for sex, grade, or family expressiveness. (RH)

ED 331 637

PS 019 584

White, Kimberly

Creating a Safe and Positive Classroom Environment.

Pub Date—Oct 90

Note—10p.; Paper presented at the Annual Meeting of the Georgia Association for Childhood Education International (Macon, GA, October 1990).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Classroom Techniques, Conflict Resolution, *Discipline, Elementary Education, Elementary School Students, Guidelines, *Student Responsibility, *Teacher Responsibility, *Teacher Role

To insure that each child has a safe and positive environment at school, teachers should earn their pupils' respect and classroom activities should be oriented to helping each child succeed. Three key phrases reinforce the expectation of success. These phrases, which teacher and pupils should understand and remember, are: (1) It is O.K. to make a mistake; (2) You don't have to know everything today; and (3) It is intelligent to ask for help. Teachers should regard discipline as a means of teaching and reinforcing appropriate behaviors. Introduction of a "power chair" in which children can seat themselves when they feel they are losing control is one technique teachers can use that does not embarrass or humiliate students. Teachers spend a great deal of time trying to solve disputes between children or figure out what really happened in an altercation. Instead of doing these things, teachers can wait until the children are calm and then ask them to talk with each other privately about the problem with a view toward obtaining one story that is agreed upon by both children. As a result of such collaboration, the children may fight again, work the problem out, or realize how silly their argument or problem was. (RH)

ED 331 638

PS 019 587

Nelson, Deborah G. Kemler And Others

Principle-Based Inferences in Preschoolers' Categorization of Novel Artifacts.

Pub Date—Apr 91

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *Cognitive Ability, *Inferences, Novelty (Stimulus Dimension), *Preschool Children, Preschool Education

Identifiers—*Functional Properties, *Similarity (Concept)

Two parallel studies investigated the influence of principle-based and attribute-based similarity relations on new category learning by preschoolers. One of two possible functions of a single novel artifact (which differed between studies) was modeled for children and practiced by children. Children then judged which test objects received the same name as the original. Test objects were either globally similar or dissimilar in appearance from the original. These objects were designed in such a way that each could be inferred to afford only one of the two possible functions. A total of 16 preschool children participated in each study. Findings indicated that patterns of categorization depended on which original function had been experienced. It is concluded that categorization into newly learned categories may activate self-initiated, principle-based reasoning in young children. However, categorization was also influenced by overall similarity. The

finding that preschoolers' categorization and naming are consistently influenced by functional information came as a surprise in light of previous research efforts. (Author/RH)

ED 331 639 PS 019 589

Margolin, Edythe

Education Reform: How To Benefit from Research and Our Experiences with Young Children.

Pub Date—Apr 91

Note—18p; Paper presented at the Study Conference of the Association for Childhood Education International (San Diego, CA, April 17-20, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, Classroom Environment, *Classroom Techniques, Course Content, Cultural Differences, *Educational Improvement, Elementary Education, Peer Relationship, Preschool Education, *Research Utilization, Teacher Behavior, Teacher Burnout, Teacher Morale, Teacher Role, *Teacher Student Relationship

The first major purpose of this paper is to show the ways in which teachers can benefit from research and the application of research findings to classroom interactions with children. The second major purpose is to examine research findings on the quality and characteristics of teachers' interactions with children by looking at findings on teachers' verbal statements, cultural variations in children's and parents' orientation, arrangements of learning environments, and the ways in which subject matter is understood by children who are actively involved in learning. Sections of the discussion focus on: (1) teacher behavior as a form of learning that affects the child; (2) teachers' efforts to help children interpret their own efforts and relate to peers in the classroom; (3) learning and language and attitudinal differences among various cultures; (4) the classroom learning environment; and (5) subject matter as an area of knowledge for young children. Concluding remarks focus on the need for teachers to replenish themselves in the daily process of working with children. (RH)

ED 331 640 PS 019 594

Sunal, Cynthia Szymanski And Others

Teacher's Perceptions of the Status of Nigerian Primary Schools.

Pub Date—Apr 91

Note—25p; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developing Nations, Differences, *Educational Improvement, *Educational Quality, Elementary Education, *Equal Education, Foreign Countries, Public Schools, Regional Characteristics, *Teacher Attitudes, *Teacher Qualifications, *Teaching Methods

Identifiers—*Nigeria
In 1976, Nigeria made a commitment to giving its children six years of universal elementary education, in part to remedy regional imbalances in educational provision. Another objective was to promote children's view of themselves first as Nigerian citizens and then as members of tribal groups. Implementation of the plan encountered several problems, many related to the initial, serious underestimations of enrollment and costs. Although federal and state education statistics had been examined, and a survey of school inspectors had provided information on conditions in the schools, no study had focused on describing conditions as elementary school teachers experienced them. In an effort to remedy this situation, a total of 149 elementary school teachers in Nigeria were surveyed, and 96 were subsequently interviewed. The responses provide a portrait of universal elementary education midway through its second decade. Serious problems were found; one of these was the problem of underqualified teachers. Regional differences were not great, but problems continued to be greater in northern than in southern states. Improvements in supplies of teaching materials and in teachers' access to basic amenities were found. Teachers reported heavy use of memorization and recitation as teaching strategies. In general, high quality education has not accompanied large scale access to elementary education, but appears to be slowly developing. (RH)

ED 331 641 PS 019 688

Kagan, Sharon L. Garcia, Eugene E.

Educating Culturally and Linguistically Diverse Preschoolers: Moving the Agenda.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—R188062012

Note—38p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Students, *Cultural Differences, *Educational Development, *Educational Policy, *Educational Practices, Language Attitudes, Limited English Speaking, Multicultural Education, *Preschool Children, Preschool Education, Program Development, Socialization, Teaching Methods

Identifiers—*Language Diversity, Policy Analysis, Policy Issues

Despite growing interest in children's policy and in research regarding childhood bilingualism and language acquisition, the early care and education of linguistically and culturally diverse preschoolers remains a matter of much concern. Relative inattention at the level of policy to the needs and interests of such children is due to several causes, including widely and tenaciously held personal beliefs, political ideologies, misperceptions regarding the lack of a demographic imperative, and disciplinary fragmentation among academics. Four fundamental issues must be addressed if policy and practice in this domain are to improve. The issues are: (1) socialization, resocialization, and the family/child relationship; (2) modalities of instruction; (3) contextually discontinuous strategies; and (4) sub-system creation versus system reform. Each issue is discussed. Action principles and leadership strategies are presented in hopes of moving an action agenda to ensure that linguistically and culturally diverse preschoolers have access to high quality and developmentally appropriate preschool experiences. Thirty-six references are included. (RH)

ED 331 642 PS 019 689

Katz, Lilian G. McClellan, Diane E.

The Teacher's Role in the Social Development of Young Children.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—R188062012

Note—78p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 207, \$10.00, plus \$1.50 postage and handling for orders from the U.S., Canada, and Mexico; \$3.00 postage and handling for international orders).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Classroom Techniques, *Communication Skills, Early Childhood Education, Guidelines, *Interpersonal Competence, *Social Development, Social Influences, Socialization, Student Improvement, *Teacher Role, Teaching Methods, *Young Children

Identifiers—*Developmentally Appropriate Programs

The preschool and kindergarten years are the best time to help children establish a positive cycle in their social relations. Teachers and caregivers can provide models of interactive skills, set patterns for class interaction, and provide help to children who are in the process of acquiring and strengthening social understanding and skills. The purpose of this paper is to describe the many ways that teachers can contribute to young children's social development. One of the main themes throughout this discussion is the importance of teachers speaking to children warmly and directly, using matter-of-fact, straightforward speech. The first section offers a brief discussion of what is meant by social competence and how it develops; content focuses on four components of social competence and six influences on its development. The second section presents general teaching strategies for helping children achieve so-

cial competence, addressing optimal teacher intervention, social difficulties as opportunities for teaching, respect for children's feelings, and 13 aspects of authentic communication. The third section describes 12 specific teaching strategies for helping children overcome social difficulties, including four related to fostering social understanding and eight related to strengthening interactive skills. The fourth section addresses some curriculum issues that are related to fostering social growth in young children, including balancing individual and group activities, deciding among curriculum approaches, and selecting appropriate types of materials and activities. A list of 65 references is included. (RH)

RC

ED 331 643 RC 017 407

Barriers to Education for Rural Adults in 13 States. Overcoming Barriers to Education for Rural Adults: Proposed Steps To Provide Adequate Educational Opportunities.

Pub Date—Oct 89

Note—74p; For related document, see ED 296 836.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, *Adult Education, Adult Programs, Continuing Education, Educational Attitudes, *Educational Opportunities, Educational Policy, Post Secondary Education, Rural Areas, *Rural Education, Surveys

The two papers are based on the same data of a Delphi survey conducted in 1986 and 1987 to education professionals in 13 Western states. In the first round of the survey, 798 individuals interested in rural adult education were asked to identify barriers to rural adults' education and to propose actions and policies to overcome these barriers. In the second round survey, 196 of the 217 persons who responded to the first round of the survey then completed the questionnaire, which investigated the extent to which respondents agreed or disagreed on the 78 listed educational barriers and 125 proposed resolutions. Chi-square tests were used to examine the differences of respondents' perceptions on these issues. The results suggest that respondents geographic locations and different educational roles are associated with their perceptions of educational barriers and actions. Of the 47 barriers confirmed by a majority of respondents on the second questionnaire, 22 were classified as institutional in nature; 13 personal/institutional; 12 psychological, informational, or political. A prominent barrier was identified as the distance from educational facilities. Stronger commitments and more favorable arrangements were proposed as ways for extending post-secondary education to more rural adults. Community colleges and land-grant universities were considered as institutions that should have specific missions to educate rural adults. At least 50% of the respondents affirmed the desirability of 111 of the 125 proposed actions listed on the second questionnaire. The two papers contain the same 14 references. (ALL/GGH)

ED 331 644 RC 017 437

D'Amico, Joseph J.

Using Strategic Planning To Improve Rural Schools.

Learning Inst., Springhouse, PA.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[90]

Note—40p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, Educational Assessment, Educational Change, *Educational Improvement, *Educational Planning, *Educational Policy, Educational Research, Elementary Secondary Education, Mission Statements, *Policy Formation, Rural Education, *Rural Schools

Identifiers—Delaware, Pennsylvania, Research for Better Schools Incorporated, Rural Assistance Councils, *Strategic Planning

This paper describes the elements of strategic planning and applies them to educational reform and improvement. The paper also describes how a planning model, Strategic Planning for Educational

Reform and Improvement (SPERI), was used by Rural Assistance Councils (RACs) in Pennsylvania and Delaware, with technical assistance from Research for Better Schools (RBS), the Regional Educational Laboratory for the mid-Atlantic region. Important SPERI elements include: (1) preliminary planning; (2) focused issues assessment; (3) targeted research; and tailored policy analysis. Preliminary research involves the establishment of a committed and informed planning team and a contract detailing the planning effort. The focused issues assessment is the process of creating a finite list of issues to be addressed. The process begins with the articulation of a mission statement and ends with a research agenda for examining the issues. Targeted research is the gathering of quantitative and qualitative data to confirm or revise the team's understanding of the issues, with a goal of developing a set of alternative scenarios and contingencies. The objective of the tailored policy analysis is to analyze current policy and adjust it to meet new objectives. Tailored policy analysis requires scrutiny of the research and alternative scenarios, resulting in policy recommendations for implementation. RBS began working with the SPERI model by setting up RACs in Delaware and Pennsylvania. The RACs used SPERI to identify and confront rural education issues relating to economics, staff, programs, administration, and families and communities. The paper emphasizes that SPERI is important, not as a product, but as a process controlled by those using it. The Appendices present the rural education issues instrument and results. The paper contains 31 references. (TES)

ED 331 645

RC 017 643

Thompson-Hoffman, Susan Hayward, Becky Jon
Students with Handicaps Who Drop Out of School.
Pub Date—Mar 90

Note—29p; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (4th, Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Disabilities, *Dropout Characteristics, *Dropout Rate, Dropout Research, Dropouts, *Exceptional Persons, High Risk Students, High Schools, National Surveys, *Rural Urban Differences, Special Education, State Surveys

This paper summarizes recent national and state studies of dropout rates and associated factors among special education students. Data from the National Longitudinal Transition Study of special education exiters indicated a national dropout rate of 36% for school years 1985-86 and 1986-87, compared with 17% for the general school population. In 1987-88 comprehensive state-level data collected by the Office of Special Education Programs in the U.S. Department of Education indicated a national dropout rate of 27% plus an additional 17% in the "other" (mostly unknown) category. The largest percentage of dropouts was in the category of emotionally disturbed, while the largest number of school leavers was in the category of learning disabled. State special education dropout rates ranged from 2% in Connecticut to 46% in New York. The 1987 High School Transcript Study—a national study—found that special education students in small towns and rural areas were more likely to graduate than those in large or medium cities but less likely to graduate than those in urban fringe areas. A variety of studies have associated higher dropout rates with Hispanics, males, low income households, low parental educational attainment, poor academic performance, poor social adjustment, frequent absenteeism, low parental support, alcohol or drug problems, frequent school transfers, and grade repetition at the middle or high school level. Handicapped dropouts have high unemployment, low earnings, and few opportunities for further education. This paper contains 71 references. (SV)

ED 331 646

RC 017 669

Fugitt, Glenn V. And Others
Rural and Small Town America. The Population of the United States in the 1980s. A Census Monograph Series.

Russell Sage Foundation, New York, N.Y.
Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; Social Science Research Council, Washington, D.C.

Report No.—ISBN-0-87154-272-2

Pub Date—[89]

Note—471p.

Available from—Russell Sage Foundation/CUP

Services, P.O. Box 6525, Ithaca, NY 14851 (\$55.00).

Pub Type—Books (010) — Reports - Research (143) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Census Figures, Demography, Economic Factors, Employment Patterns, Family Characteristics, Migration Patterns, *Population Distribution, *Population Trends, Residential Patterns, Rural Areas, *Rural Population, *Rural Sociology, *Rural Urban Differences, Social Distribution, Sociocultural Patterns, Trend Analysis Identifiers—*Nonmetropolitan Areas, *Small Towns

A systematic description and evaluation of the socioeconomic conditions of nonmetropolitan United States provides important information for policymakers and researchers in rural education. This book is one of a series aimed at converting the statistics of the 1980 census into an analytical profile of major changes in U.S. life. The volume furnishes a demographic and sociological composite of rural and small-town United States drawn from census figures. The study begins with consideration of recent rural-urban and metropolitan-nonmetropolitan population distribution trends. Chapter 2 summarizes distribution changes from the nonmetropolitan "population turnaround" of the 1960s until post-1980 estimates. Chapter 3 reports on the rural-urban components of rural growth. Chapter 4 considers trends in age, sex, fertility, and mortality. Chapter 5 examines racial and ethnic composition and distribution. Changes in household composition are examined in Chapter 6. Chapter 7 examines the decline in fertility, focusing on subregional, ethnocultural, and rural-urban differences. Distribution changes in employment and social status are discussed in Chapter 8. Chapter 9 considers changes in overall industrial composition of the population by residence since 1960. Chapter 10 gives particular attention to employment, sources of income, and residence of the farming population, examining the decreasing correspondence of these three indicators. Income sources, distributions, and median differentials are considered in Chapter 11, along with a discussion of income and family composition variables. Chapter 12 is a detailed comparison of population and economic characteristics of cities and villages, classified by size. The final chapter offers conclusions regarding convergence, subregional variability, and prospects for the future of rural and nonmetropolitan areas. This book contains numerous tables, charts, bibliographies, a subject index, and a name index. (TES)

ED 331 647

RC 017 672

Cleland, Charles L.

Crime and Vandalism on Farms in Tennessee:

Farmer Opinions about and Experience with.

Staff Paper.

Tennessee Univ., Knoxville. Agricultural Experiment Station.

Report No.—SP-90-01

Pub Date—Jan 90

Note—29p; This study is part of Southern Regional Project S-193, Victimization and Prevention of Rural Crime in the South. An earlier version of this paper was presented at the Annual Meeting of the Southern Rural Sociological Association (Little Rock, AR, February 3-7, 1990).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Crime, *Farmers, Mail Surveys, Opinions, Questionnaires, Rural Areas, Rural Farm Residents, State Surveys, Tables (Data), *Vandalism, *Victims of Crime

Identifiers—Farms, Tennessee

Crime and vandalism on farms is possibly a symptom of rural youth delinquency and of concern to rural educators. This study of experience of Tennessee farmers with crime and vandalism is intended to provide a measure of the present social condition of rural society. Questionnaires were mailed to a weighted sample of farm operators in all Tennessee counties. The 531 usable returns represented a 75% return rate, a very high response for a lengthy mailed questionnaire. Respondents were 100% white and 94% male with a median age of 60 and a median education of high school graduate. Median farm size was 315 acres, over twice the median size of all Tennessee farms. Among responding farmers, 24% reported some vandalism on their farms in the preceding 12 months, 9% reported a burglary, and 17% reported a theft. Vandalism damage ranged as

high as \$8,000, with a mean of \$644. Burglary losses ranged up to \$15,000, with averages of \$1,343 for house, \$758 for barn, and \$514 for other farm buildings. Losses from theft ranged up to \$6,000, but were generally small. About 54% of farmers felt the crime and vandalism situation had remained the same in the last 2 years, while 42% felt it had gotten worse. Only 19% had insurance or security devices, but most took some form of protective action. Larger farm operators tend to feel that the Sheriff was not thorough in handling crimes on farms and that the court was too lenient with the convicted. Information about crime prevention came from both institutional and personal sources. Stiffer penalties and more frequent patrolling by police were endorsed for improving the situation. This report contains 23 data tables of responses to survey questions. (SV)

ED 331 648

RC 017 673

Hassinger, Edward

Assessing Community Viability: Design and Methodology.

Pub Date—Feb 90

Note—9p; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (Little Rock, AR, February 3-7, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Characteristics, *Community Leaders, Leadership, Research Design, *Research Methodology, *Rural Areas, Rural Sociology, *Social Science Research Identifiers—*Community Viability, *Missouri (Northwest), Small Towns

Assessing community viability with multiple-indicators (including education) is a necessary step in creating effective leadership in rural communities and schools. As part of a larger study of the effects of leadership patterns on community viability, this report examines the procedure for measuring community viability within the socio-geographic field, and for identifying community leaders. All 17 incorporated places in northwest Missouri with populations between 1,000 and 2,500 were identified for study. These small towns have traditionally been centers of rural areas and have some similarities in socioeconomic environment. An index of viability was developed based on five indicators: (1) percent change in population from 1970 to 1980; (2) percent change in high school enrollment from 1977/78 to 1987/88; (3) per capita sales tax receipts for 1987; (4) presence of 8 selected business services; and (5) presence of 7 selected health services. The 17 communities were ranked on each indicator, and each community's average rank was its viability score. A position-reputation method was used to select community leaders. In each community, a comprehensive list was compiled, naming persons in position in government, schools, businesses, professions, and social, service, or religious organizations. Informants from 7 categories then identified the 15 top leaders in each community. Generally, leaders had deep roots in the community and were in professional, managerial, or farm operator occupations. However, leader profiles differed substantially among communities. Analyses of these differences will take place in the next phase of this research. (SV)

ED 331 649

RC 017 676

Cleland, Charles L.

An Index of Social Connectedness for Non-Metro Counties in Six Southern States.

Pub Date—6 Feb 90

Note—13p; Paper presented at Southern Rural Sociological Association Meeting (Little Rock, AR, February 6, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Relations, Delivery Systems, Economic Change, *Measurement Techniques, Organizational Change, *Quality of Life, *Rural Areas, *Rural Development, Rural Sociology

Identifiers—Counties, Nonmetropolitan Areas, Social Connectedness

Networking communities and school districts is crucial for effectively sharing resources and delivering services in rural areas. The study of the organization of southern non-metropolitan counties for the delivery of services is part of a regional project called "Analysis of Structural and Organizational Change in Rural Counties of the South" or S-209.

An important phase of the S-209 project was to study selected counties to determine the extent to which the local rural residents were tied into the complex system of organizations and associations designed to assist with problems related to efforts to bring about desired change. A connectedness index was developed to reflect the quality of living in non-metropolitan counties in 6 states without the usual expensive and time consuming personal interviews. Connectedness means having ties to people in positions of responsibility over resources needed to conduct one's activities most effectively for the benefit of self, family, and community. Connectedness implies knowing people in agencies and organizations dealing with essential areas influencing the quality of living: (1) physical; (2) institutional; (3) political; (4) financial; (5) informational; and (6) general feeling of adequate access. For each of these areas, one or more measures were developed, or obtained from other sources, and various ways of combining the values of these measures were considered. Each item was treated equally and was examined to determine if a high value was indicative of greater connectedness. Contradictory results indicate the need for further study of this issue. (ALL)

ED 331 650 RC 017 678

Barkley, David L. And Others
High Tech Entrepreneurs in the Nonmetro West:
Who Is Starting What? Community Economics,
Jan 1990.

Western Rural Development Center, Corvallis,
Oreg.

Report No.—WREP116

Pub Date—Jan 90

Note—22p.

Available from—Western Rural Development Center,
Oregon State Univ., Corvallis, OR 97331
(\$1.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Characteristics, Economic Development, *Entrepreneurship, Rural Areas, *Rural Development, Small Businesses, *Technological Advancement
Identifiers—Nonmetropolitan Areas, *United States (West)

The new distribution patterns of high technology provide clues for reconsidering vocational education in rural areas. This report examines the founding and development of locally owned, high technology manufacturers in the nonmetropolitan West. A mail survey of all high technology manufacturing firms in 11 contiguous Western states and a follow-up telephone interview identified 82 high-tech firms that had been started since 1976 in nonmetro areas by local entrepreneurs. Sixty-seven of these firms participated in the survey. The products of these firms fell into 3 relatively homogeneous groups: electronic components, industrial controls, and instruments; products and equipment related to natural resources; and medical, dental, and health related products. Entrepreneurs had a mean age of 37 at the time of business start-up; 59% had college degrees or more. While 71% of entrepreneurs had lived in the community previously or had other personal ties, 29% chose their business location because it was an attractive place to live. Entrepreneurs preferred towns with populations over 10,000 and counties over 25,000; most selected locations near regional high-tech centers or in areas with abundant amenities. Virtually all entrepreneurs had managerial or technical experience in their previous employment or had previously been owners or partners in a small business. However, the new firms had few supply or market linkages to these "incubator" organizations. Start-up financing came mostly from the founder's personal assets. Over 75% of new firms experienced employment growth since start-up; most employees were full-time and hired locally. This report contains 27 references. (SV)

ED 331 651 RC 017 700

Pulver, Glen C.
Fitting Entrepreneurs into Community Development Strategies.

Pub Date—Feb 87

Note—10p. In: "National Rural Entrepreneurship Symposium. Proceedings (Knoxville, Tennessee, February 10-12, 1987)" p.93-101.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration, Change Strategies, *Community Development, *Economic Development, Economic Opportunities,

*Entrepreneurship, Financial Support, *Government Role, Private Financial Support, *Public Policy, Public Support, Rural Areas, *Rural Development, Rural Education, Small Businesses

The recent decline in farm-related income in rural areas has prompted important questions about potential new sources of off-farm employment. The issue closely relates to vocational education in rural areas. This report examines sources of rural job growth and discusses the role of entrepreneurship in long-range rural economic development. The goals of economic development go beyond jobs and income. Highly specialized economies are more vulnerable to socio-political changes, but sustained economic progress is dependent on the continued development of new products and services from many sources, notably small young firms. Five general strategies for promoting income and employment growth are: (1) increase the efficiency of existing firms; (2) encourage business formation; (3) attract new basic employers; (4) improve the ability to capture dollars; and (5) increase aids from broader governments. Actions taken to support one strategy are likely to support another. Policymakers might assist existing firms; (2) encourage business formation; (3) attract new basic employers; (4) improve the ability to capture dollars; and (5) increase aids from broader governments. Actions taken to support one strategy are likely to support another. Policymakers might assist entrepreneurs by educating the public, encouraging entrepreneurship, and forming clubs, business incubators, or educational centers for potential entrepreneurs. Community leaders can also make funding more accessible by forming nonbank capital groups, linking entrepreneurs to available capital sources, or encouraging banks to make more "high-risk" loans. State and national policy issues, such as tax laws or public investment return rates, might also be examined for ways to lift barriers to entrepreneurial activity. The document concludes that a range of locally developed strategies might stimulate entrepreneurship in rural communities, offering hope for expanding existing businesses, attracting new ones, and drawing tax dollars. (TES)

ED 331 652 RC 017 866

Powell, G. Morgan Kling, Emily R.
Water Quality: Water Education for Teachers. A 4-H School Enrichment Program.

Kansas State Univ., Manhattan.

Pub Date—89

Note—166p.

Available from—Kansas Cooperative Extension Service, Extension 4-H Youth Programs, 201 Umberger Hall, Kansas State University, Manhattan, Kansas, 66506-3409 (\$15.00).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Elementary Education, *Enrichment Activities, *Environmental Education, Experiential Learning, *Instructional Materials, Resource Materials, Resource Units, Teaching Guides, Units of Study, *Water, *Water Quality

Identifiers—Kansas

This looseleaf notebook is a teacher resource package that is designed for enrichment program use. It contains five units dealing with water quality: (1) The Water Cycle; (2) Our Water Supply; (3) Waste/Water Treatment; (4) Water Conservation; (5) Water Pollution. The units provide background information, experiments, stories, poems, plays, and samples of classroom activity sheets. The appendix section includes: role-playing dilemma situations; audio-visual resources; a bibliography; sources of human-induced groundwater contamination; glossary; evaluation form; posters; order forms for classroom materials; and various handouts and pamphlets. (ALL)

ED 331 653 RC 018 065

National Migrant Evaluation Committee Report.
National Association of State Directors of Migrant Education.

Report No.—TAC-B-101

Pub Date—Apr 90

Note—68p.; Pages I-9-I-11 and II-17-II-18 contain partially legible print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, *Data Collection, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Migrant Education, Migrant Programs, Needs Assessment, *Program Evaluation

Identifiers—Hawkins Stafford Act 1988, *Migrant

Education Needs Assessment Evaluation Sys, Migrant Student Record Transfer System

In 1989 the National Association of State Directors of Migrant Education appointed a National Migrant Education Evaluation Committee to plan the development and implementation of a uniform nationwide migrant education needs assessment and evaluation system (MENAES). This report summarizes the committee's activities and recommendations. The committee assumed that the Migrant Student Record Transfer System (MSRTS) will be the major system for verifying, storing, aggregating, and generating MENAES information. MENAES will contain two major components—desired outcomes and achievement. The committee established areas for desired student outcomes, including promotion rate, age/grade congruence, academic performance, graduation rate, secondary credit accrual, English language proficiency, and attendance rate. The committee also proposed desired program outcomes related to health and counseling services, coordination, and parental involvement. Each of these outcomes is described, methods of measurement are suggested, and strategies for use in data analysis are discussed. Achievement-related needs assessment and evaluation reports will be based on norm-referenced test data obtained from individual students and stored in MSRTS. Initially, scores will be analyzed for only five commonly used achievement tests. Standards for data entry, MSRTS responsibilities, and deadlines for system activities are outlined. This report includes names and addresses of committee members, and sections of P.L. 100-297 (the Hawkins-Stafford Act of 1988) relevant to evaluation of Chapter 1 project results and student achievement. (SV)

ED 331 654 RC 018 075

Lasley, Paul Fellows, Jacqueline
Farm Family Adaptations to Severe Economic Distress: Regional Summary. Results of the 1989 Regional Farm Survey.

North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCD-RRD-154

Pub Date—Aug 90

Note—99p.; For related reports, see RC 018 078 and RC 018 131-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184. Available from—North Central Regional Center for Rural Development, 317 D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Community Satisfaction, *Community Services, *Economic Change, Economic Impact, Economic Status, Educational Needs, *Farmers, Financial Problems, Information Needs, *Quality of Life, *Regional Attitudes, Rural Education, Rural Farm Residents

Identifiers—Regional Surveys, *United States (North Central)

This report summarizes data from a February 1989 survey of farm families in 12 North Central states and is a companion reference report for a series of state reports. The 12 states are subdivided into Corn Belt states (Illinois, Indiana, Iowa, Missouri, Ohio); Plains states (North Dakota, South Dakota, Kansas, Nebraska); and Lakes states (Minnesota, Michigan, Wisconsin). Questionnaires were completed by 4,087 farm operators and 3,630 spouses. Operators were slightly older and had slightly larger farms than operators described in the 1987 Census of Agriculture. Overall, respondents believed that, in the past 5 years, community services and facilities had remained the same or improved, but local economic conditions and job opportunities had become worse. Over 70% of respondents believed that the quality of schools and opportunities for adult education had improved or remained the same. About 40% reported that family finances and family quality of life had improved, with the highest percentages in Plains states. Proportions of operators and spouses reporting off-farm employment in 1988 were higher in Corn Belt and Lakes states than in Plains states. Thirty percent or more reported a high need for information and training on reducing production costs through low-input farming methods, using new technologies, and enhancing marketing skills. Other questions covered family adjustments to financial need, financial risk reduction behaviors, participation in gov-

ernment programs, family decision-making behavior, spouse involvement in farm operation, and spouse pressures and coping strategies. This report contains 20 data tables. (SV)

ED 331 655 RC 018 078

Ekstrom, Brenda L. And Others

Farm Family Adaptations to Severe Economic Distress: North Dakota. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.
Report No.—NCRCD-RRD-154-9
Pub Date—Aug 90

Note—26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Seattle, WA, August 5-8, 1989). For related reports, see RC 018 075 and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *North Dakota

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 273 North Dakota farm operators (a 39% response) and 232 spouses (a 33% response) as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and education needs, and opinions on rural development. Operators had an average age of 49.5 years, and most respondents had attained at least a high school diploma. In 1988, 8% of respondents had negative net family income, while average family income fell in the range of \$10,000-\$19,999. Average farm size was 1,265 acres. Most respondents believed that, over the last 5 years, job opportunities had gotten worse, but local services and quality of life factors had stayed about the same. Over 70% believed that financial conditions for farmers and agribusinesses had gotten worse, and about half thought that conditions would continue to deteriorate. Most farmers responded to hard times by postponing major purchases, changing transportation patterns, and cutting back on charitable contributions; 44% decreased savings for their children's education. Over half of farmers and spouses worked fulltime off the farm for part of the year; 18% had participated in vocational education or retraining, but a majority thought it was not helpful. Highly rated information and training needs were concerned with marketing skills, available government assistance, and reducing costs through low-input farming. Spouses were highly involved in farm operations and decision-making, and experienced considerable farm-related stress. This report contains 15 data tables. (SV)

ED 331 656 RC 018 097

Tonemah, Stuart A.

American Indian Teacher Training Program.
American Indian Research & Development, Inc., Norman, OK.

Pub Date—Oct 90

Note—17p.; Paper presented at the Annual Conference of the National Indian Education Association (22nd, San Diego, CA, October 13, 1990).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, *American Indian Education, Elementary Secondary Education, *Gifted Disadvantaged, Higher Education, *Leadership Training, Masters Programs, *Minority Group Teachers, Talent Development, *Teacher Education

Identifiers—*American Indian Teacher Training Program

This paper describes the broad goals of an Ameri-

can Indian Teacher Training Program (AITTP), a master's program focusing on teaching gifted and talented Native Americans. The program is administered by American Indian Research and Development, Inc. (AIRD) through Oklahoma City University, with the goal of helping up to 10 American Indian educators per year enhance their leadership skills. AIRD suggests that competent Indian educators are best-qualified to teach gifted Indian students, and proposes seeking out qualified Indian instructors for training. Qualities perceived as being most favorable for gifted Indian educators include the following: (1) commitment to Indian education; (2) commitment to gifted education; (3) creativity; (4) confidence; and (5) sensitivity. Gifted teachers need not be of superior intelligence to work with gifted learners, but they should value intelligence and creativity in their students. A second section of the document describes a funding proposal to provide inservice training and information on gifted education to 300 teachers, parents, administrators, students, and tribal representatives. The document also includes profile data on the AITTP program's first participants, and several AITTP course syllabi. (TES)

ED 331 657 RC 018 111

An Agenda for Research and Development on Rural Education.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—PIP-91-825

Pub Date—Mar 91

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Technology, Elementary Secondary Education, Financial Support, Personnel Management, *Research Needs, *Rural Education, *Rural Schools, Rural Urban Differences, School Administration, School Community Relationship, School Effectiveness

Identifiers—ERIC

Addressing the need for research on rural schools, the Federal Interagency Committee on Education (FICE), Subcommittee on Rural Education, identified six priority topics representing the most compelling concerns of rural education. This pamphlet serves as a stimulus for researchers to study rural education issues and share their findings with the U.S. Department of Education's Educational Resources Information Center (ERIC). The six priority topics are: (1) the effectiveness of rural schools including defining the factors that describe and affect the rural community, such as geographic isolation, economy of scale, and variability in culture, economy, and social environment; (2) curricular provisions in rural schools such as individualized instruction, design and implementation, cooperation with private sector development, access, and adult literacy improvement; (3) school and community partnerships; (4) human resources for rural schools focusing on recruitment, retention, professional development, administration, and supervision; (5) the use of technology in rural schools; and (6) financial support and governance for rural schools. Sample research questions are provided for each topic. Addresses for submitting comments or research and for further information are also included. (KS)

ED 331 658 RC 018 115

Working with Grassroots Government. A Report from The Local Government Center.

Montana State Univ., Bozeman. Local Government Center.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Montana State Univ., Bozeman. Cooperative Extension Service; Northwest Area Foundation, St. Paul, Minn.

Pub Date—90

Note—23p.

Available from—The Local Government Center, Montana State University, Bozeman, MT 59717 (at cost).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—City Government, County Officials, Higher Education, Improvement Programs, Intercollegiate Cooperation, *Local Government, *Management Development, *Outreach Programs, *Professional Training, Public Policy, Rural Areas, *Technical Assistance

Identifiers—Montana State University

The Local Government Center of Montana State

University provides professional education and technical assistance programs to enhance the governance capacities of local governments throughout Montana. The Center offers certification workshops for municipal and county officials focusing on practical and theoretical aspects of government, and a broad range of information about public service in Montana. Onsite technical assistance, which encompasses problem assessment, planning, policy design and revision, and specific issues in responding to local needs, is also provided. The Center is developing instructional materials to support its education and technical assistance activities and to facilitate its outreach education endeavors. In addition, the Center's Applied Research Program guides the education and assistance programs and also compiles and disseminates information for developing research-based public policy and for evaluating the Center's outreach education activities. The Center has initiated partnerships with other departments within Montana State University, as well as other universities engaged in community education and outreach activities. It also coordinates and provides leadership for several advisory groups affiliated with local governments. Consulting faculty, statewide advisory boards, and publications available from the Center are listed in the booklet. (KS)

ED 331 659 RC 018 116

Theobald, Paul

The Impact of Agribusiness on Rural Education.

Pub Date—[90]

Note—18p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advocacy, *Agribusiness, *Curriculum Development, Economic Factors, *Economic Impact, Environmental Influences, Ethics, *Farmers, Rural Development, *Rural Education, Rural Environment, *Rural Farm Residents, Rural to Urban Migration

Identifiers—*Economic Decline

The dramatic growth of multinational agribusiness corporations has led to all types of rural decline—social, demographic, institutional, and environmental. Historically, rural inhabitants and rural land have been abused and neglected in the name of progress. Rural development efforts often attract small assembly or light manufacturing plants that can use the nonunionized, low-skill, low-paying labor of farm women. Agribusiness entails farm input industries that provide services and machinery, large-scale incorporated farm operations, and food-processing and marketing firms, whereas small diversified farm operations utilize more natural methods of maintaining soil fertility, limiting their need for agribusiness. Agribusiness, therefore, has an interest in cultivating the large-scale operation, which drives out smaller farmers, which in turn, closes shops and businesses in small towns, and adds stress to rural schools. Agribusiness chemicals and machines increase soil erosion rates, pollute groundwater, and produce chemically-laden meats, fruits, and vegetables. The rural school curriculum should: (1) promote pride in rural living through literature with rural themes and settings; (2) conduct demographic studies of local neighborhoods; (3) debate the ethics of agribusiness and other capital ventures; (4) address environmental issues by conducting experiments testing groundwater samples and erosion rates; and (5) expose students to rural advocacy organizations. Rural schools should battle the increased emphasis on testing which largely dictates the curriculum. (KS)

ED 331 660 RC 018 117

Migrant Education Health Program 1990. Final Report.

Colorado State Dept. of Health, Denver.

Spons Agency—Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Pub Date—Dec 90

Note—55p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Dental Health, Elementary Secondary Education, *Health Education, *Health Needs, Health Programs, Hispanic Americans, Medical Services, *Migrant Children, Migrant Education, *Migrant Health Services, Migrant Programs, Program Descriptions, Screening Tests, Summer Schools, Tables (Data)

Identifiers—Colorado, *Colorado Migrant Health Program

The Colorado Migrant Education Program and

the Colorado Migrant Health Program (CMHP) together plan and implement a comprehensive health program for migrant summer school students on a yearly basis. This report provides statistical data about the health status of the migrant students and the health services provided to them during the 1990 program. Section I highlights the program and notes a general trend toward improvement in the overall health status of the migrant children. The health program overview in Section II describes the 1,826 predominately Hispanic students who received services, and the health providers who served them. Section III explains the health status of the students and details the screening procedures used. Routine evaluations included: (1) height and weight; (2) hemocrit; (3) audiometry; (4) vision testing; (5) screening for scoliosis; (6) dental examination; (7) PPD skin test for tuberculosis; and (8) immunization status. Illnesses occurring during the program are listed, categorized, and tallied. The health education program described in Section IV includes a Migrant Summer School, Health Education Curriculum, group and classroom sessions, staff inservices, and family night presentations. The budget, sources of revenue, and allocation of funds are described in Section V. The final section lists the target areas to be addressed in planning the 1991 program. The appendix is composed of various tables which outline, by the 15 school sites, the incidence and follow-up of specific medical and dental problems. The report contains numerous tables and figures. (KS)

ED 331 661

Ediger, Marlow
Language Arts in the Rural School.
Pub Date—[91]
Note—6p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Writing, Elementary Secondary Education, *Experiential Learning, *Language Arts, *Poetry, *Rural Education, *Rural Environment

The background experiences of the rural student provide a wealth of ideas that can be expressed through poetry writing. Poetry forms which can be taught in the language arts class, or throughout the curriculum are: (1) the couplet, which contains two lines with ending words rhyming; (2) the triplet, which contains three lines with all ending words rhyming; (3) the quatrain, which contains four lines with diverse patterns of ending words rhyming such as line one with line three and line two with line four; (4) limericks, which have one set of rhymes for lines one, two, and five, and a different set of rhymes for lines three and four; (5) haiku, which has five, seven, five syllables respectively for its three lines; and (6) the tanka, which has a 5-7-4-7-7 progression of syllables per line, making a five-line poem. Language arts instruction for rural students should emphasize creativity. Creativity brings new ideas to modify, change, and improve the societal arena. As achievement progresses, students may wish to add alliteration, onomatopoeia, metaphors, and similes within a poem. (KS)

ED 331 662

D'Alonzo, Bruno. And Others
Dropout Prevention for Rural At-Risk Youth.
Pub Date—Mar 90

Note—32p.; Paper presented at the American Council on Rural Special Education/National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Counseling, *Dropout Prevention, Educational Attitudes, Higher Education, *High Risk Students, High Schools, *Job Training, Occupational Aspiration, Potential Dropouts, *Rural Youth, Self Concept, Special Needs Students, *Student Attitudes, *Work Experience Programs

Identifiers—California Achievement Tests, Job Training Partnership Act 1982, Louisiana Technological University, Study Attitudes and Methods Survey, Tennessee Self Concept Scale
Louisiana Tech University conducted a program to reduce drop-out probabilities for at-risk special needs adolescents as part of the Job Training Partnership Act (JTPA). Eighty-six students between the ages of 14 and 16 were chosen as "at-risk" based on economic disadvantage, lower academic performance, behavioral and adjustment problems, family

dropout history, personal interview, and the judgment of a guidance counselor. For an 8-week period, students resided at Louisiana Tech University, where they were immersed in job, academic, and personal activities. Each participant worked 20 hours per week at various job sites on the campus and were paid minimum wage. Students also received 4 hours per day of language arts and mathematics instruction. Counseling, recreation, and performing arts activities were optional. Researchers gathered pre- and post-test data on: (1) attitudes toward job choice and career success; (2) academic achievement; (3) attitudes toward education and schools; and (4) self-concept. Rating of job performance by supervisors was positive, and rating of job satisfaction by employees revealed general satisfaction. No significant pre-post gains emerged in career attitudes or education attitudes. Consistent gains in academic achievement appeared in all components. Contrary to expectations, students showed a decrease in self-concept. (KS)

ED 331 663

Stephens, E. Robert
The Condition of the Diverse Regions of Rural America at the Start of the Decade of the 1990s.
Pub Date—15 Mar 91

Note—56p.; Paper presented at the Annual Conference of the American Education Finance Association (Williamsburg, VA, March 15, 1991).

Pub Type—Reports - Research (143) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classification, Demography, Economic Impact, *Economic Status, Financial Support, Local Government, Metropolitan Areas, *Political Influences, Population Trends, Public Policy, *Rural Areas, Rural Education, Rural Urban Differences, *Socioeconomic Influences, World Affairs

This paper constructs a profile of the condition of the diverse areas of rural America at the beginning of the 1990s. The widely used designation of metropolitan or nonmetropolitan areas based on the metropolitan statistical area (MSA) does not describe the diverse nature of rural America. One alternative typology differentiates nonmetro counties by degree of urbanization or proximity to metro areas. Another typology categorizes nonmetro counties based on seven primary economic activities. Six major trends impacting rural America and rural education are: (1) transformations in the world economy including increased world production of food that has exceeded demand, a decline in the amount of raw materials needed for production, and lower production costs abroad; (2) restructuring of the national economy with a shift from a goods-producing to a service-producing economy; (3) changes in population patterns with a much lower growth rate for nonmetro areas than metro areas; (4) changes in the federal role resulting in reduced funding levels; (5) added fiscal pressures on local governments; and (6) shifts in political power of local governments to metropolitan areas. Hypothesized effects of these trends are rated for the seven categories of nonmetro areas based on primary economic activity. The projected condition is good for areas where specialized government and destination retirement are the primary economic activity. The categories of farming-dependent, manufacturing-dependent, and mining-dependent are relatively poor, and areas of persistent poverty are relatively stressful. This paper contains numerous figures and tables. (KS)

ED 331 664

Warner, Linda Sue. Hastings, Jimmy Darrell
American Indian Education: Culture and Diversity in the 21st Century.
Pub Date—Apr 91

Note—12p.; Paper presented at the Conference, "Culture and Diversity: Teaching, Learning and the Curriculum for the 21st Century University" (Phoenix, AZ, April 7-9, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Colleges, Cultural Awareness, Cultural Pluralism, *Educational Policy, Educational Trends, *Federal Indian Relationship, *Higher Education, *Multicultural Education

Identifiers—Educational Diversity, *Tribally Controlled Schools
This paper discusses policy trends in American Indian higher education. Until the latter half of this

century, teaching and learning diversity for American Indian students had meant assimilation into the white culture. It did not include retaining Indian value systems or beliefs, and against this background federal educational policies on Indian education were developed, funded, and prioritized. Higher education for American Indians has taken a markedly different turn since the birth of tribal colleges. In 1990, approximately 60% of American Indians enrolled in higher education attended locally controlled tribal colleges. These colleges must compete for funds with other educational programs within the Office of Indian Education Programs. Another strain on the federal Indian education budget is the dramatic increase in the number of people identifying themselves as American Indians. The real solution to creative policy formation for teaching diversity will require a commitment of federal funds. Attempts at upgrading educational quality for all Indian youth has resulted in increased numbers of American Indian teachers and administrators and a new focus on developing sensitivity to the special needs of students from diverse backgrounds. An unprecedented involvement of American Indians at all levels in the development of education policy, the continued growth of Indian college enrollment, and the potential wealth of American Indian nations in land and natural resources are all factors that can foster a new educational perspective incorporating diversity in philosophies and cultures. (SV)

ED 331 665

Martin, Jim, Ed.
Kw'atindee Bino Community Teacher Education Program: Program Outline 1990-1992.
Arctic Coll., Arviat (Northwest Territories); Dogrib Divisional Board of Education, Rae-Edzo (Northwest Territories); Northwest Territories Dept. of Education, Yellowknife.
Pub Date—90

Note—52p.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Alternative Teacher Certification, American Indian Education, *American Indians, Course Descriptions, *Cultural Education, Educational Change, Elementary Secondary Education, Field Experience Programs, Foreign Countries, Higher Education, *Internship Programs, On the Job Training, *Teacher Education Curriculum, Teacher Education Programs, *Teacher Interns

Identifiers—Canada (North), Dene (Nation), Dogrib (Tribe)

The Kw'atindee Bino Community Teacher Education Program provides field-based teacher training for Dogrib paraprofessionals who presently work in northern Canadian schools in program support positions, but who are unable to leave their home community to attend a traditional college program. The program addresses the failure of the current public school system which is staffed by white, transient, urban teachers who do not know the Dene culture (Dogrib is a tribe of the Dene Indian nation). The program emphasizes: (1) the school's responsibility to address social problems; (2) partnerships between parents and teachers; (3) meeting the individual needs of the learner; (4) the holistic nature of learning, which mirrors Dogrib teachings; (5) the integration of theory and practice through a field-based program; and (6) that interns are equal partners with instructors in the teaching and learning process. The program consists of coursework undertaken in three major content areas over a period of 2 years. The content areas are: Culture and Learning; Community and School Partnerships; and Curriculum and Children. Through the Community Teacher Education Program, three teacher interns share the delivery of the curriculum to a classroom of students. By sharing responsibilities, interns have time to do independent study, prepare lessons, confer with parents, and meet with program instructors. Future goals include developing a culture based curriculum, accreditation with southern universities, and replication of the program in other northern communities. The appendices include a diagram of a traditional Dogrib educational framework, course descriptions, and objectives of the program.

ED 331 666

Derrick, Jann
The Box and the Circle—Two Systems of Life: A Model for Understanding Native-Non-Native Issues.

Pub Date—[Oct 90]

Note—27p: Paper presented at the Mokait's Annual Meeting (The First National Educational Research Association) (7th, Ottawa, Canada, October 13, 1990).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Culture, *American Indians, *Anglo Americans, *Cultural Differences, Cultural Traits, Family Structure, Metaphors, *Social Systems, Social Values, Therapy. Working as a family systems therapist with Native and non-Native families, the author observed two opposing social systems. Non-native families systems typify "The Box System," whereas native family systems portray "The Circle System." A few characteristics of the Circle System are: (1) a focus on life and peacefulness; (2) females and children are respected and honored; (3) learning is based on direct experience; (4) inner experience is communicated through storytelling, allegories, myths, and art; (5) communication between people is honest and direct; and (6) the goal of life is to achieve a Oneness with others. In contrast, the Box System: (1) idealizes war; (2) is white male dominated; (3) is hierarchical; (4) suppresses emotions; (5) rules through authority and domination; (6) creates labels to determine whether something is good or bad, right or wrong; (7) sees money as power; and (8) emphasizes memorization and a logical step-by-step approach to learning. In the history of North America, the non-natives in the Box System imposed oppression and control upon the Circle System. Members of the Circle System show signs of stress under this oppression, similar to those of war veterans. These include high levels of anxiety, sexual dysfunction, a hopeless approach to life, use of addictive substances, and family dysfunction. Healing can take place by switching from the Box to the Circle. There is some evidence that the Box System has softened, and the First Nations' People may lead the return to the Circle. (KS)

ED 331 667

RC 018 130

Martin, Jim, Ed.

Strong Like Two People: The Development of a Mission Statement for the Dogrib Schools.

Dogrib Divisional Board of Education, Rae-Edzo (Northwest Territories).

Pub Date—91

Note—80p.

Pub Type—Collected Works - Proceedings (021) - Translations (170) - Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*American Indian Education, *American Indians, Board of Education Policy, Cultural Education, *Culture Lag, Educational Change, Elementary Secondary Education, Foreign Countries, Meetings, Mission Statements, *Multicultural Education, *School District Autonomy.

Identifiers—Canada (North), Dene (Nation), *Dogrib (Tribe), *Tribally Controlled Schools.

Elders and young members of the Dogrib Indian Tribe of Canada met in November 1990 to redefine the mission of their schools. In April 1989 the Dogrib Divisional Board of Education was established, giving local control of the schools back to the Dogrib people. Previously the schools were run by the government and staffed by teachers from the south, who used traditional Anglo teaching techniques. These meetings were conducted in the Dogrib language and later transcribed into English. The Dogrib people explain that the schools have failed to incorporate the Dene culture (the Indian nation of which Dogrib is a tribe). Young members can read and write but do not have survival skills, and do not know the history, language, and culture of their people. Members advocate an educational system that is built upon a foundation of Dogrib values, that integrates the knowledge and skills of both the Dogrib and English, and that recognizes parents as the first teachers of their children. The Dogrib Divisional Board of Education is committed to providing: (1) high expectations for knowledge and learning; (2) skills for work; (3) values to live by; (4) skills to live from the land; (5) respect for God; (6) respect for elders and community service; and (7) training in the Dogrib language. Appendices provide: (1) a transcript of Chief Jimmy Bruneau's (1881-1975) speech when the new school opened in 1972; (2) a diagram of the historical process of Indian education moving away from traditional culture; and (3) Dogrib Board of Education mission statement. (KS)

ED 331 668

RC 018 131

Developing Navigational Skills with Young Children: Investigating Serial and Conceptual Approaches to the Teaching of Compass Skills. Sports Science Education Programme, Annual Report 1989/90.

Liverpool Univ. (England).

Pub Date—90

Note—91p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Children, Comparative Analysis, Elementary Education, Foreign Countries, Geography, Grade 5, Map Skills, Mathematics Curriculum, *Navigation, Outdoor Education, *Sex Differences, *Spatial Ability.

Identifiers—Compasses, *Compass Reading, England, *Orienteering.

Map and compass skills are a neglected aspect of the elementary school curriculum. Orienteering—a sport that involves running a prescribed course with the aid of map and compass—may provide an avenue for teaching these skills. This study taught orienteering to 148 10-year-old children and compared the effectiveness of a serial approach based on step-by-step rule-based learning, with that of a conceptual approach focused on understanding the relationships between relevant concepts. Prior to training, all subjects passed a screening test of the ability to read a simplified map and follow right, left, and forward directions; there were no significant differences by sex or handedness. Eight teachers were trained in the serial and conceptual approaches and then used one of these approaches to teach their students for 2 months, approximately 2 hours per week. The teaching package covered elementary navigation, map drawing and use, orientation with and without compass, and bearings work. The conceptual approach included the concept of rotation from the north, articulated either as cardinal points or a precise numerical bearing. On a series of six progressively harder post-tests (both indoor and outdoor), conceptual approach subjects performed significantly better than serial approach subjects; there were few differences between boys and girls. Relationships between orienteering skills and attainment targets of the National Curriculum in Geography and Mathematics are discussed. (SV)

ED 331 669

RC 018 132

Harvey, Karen D. Comp.

Teaching about Hispanic-Americans: Books for Children.

Pub Date—Apr 91

Note—6p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, *Childrens Literature, *Cultural Education, Elementary Education, Elementary Secondary Education, *Hispanic American Culture, *Hispanic Americans, Legends, Mexican Americans, Mythology.

Identifiers—Reading Lists.

This bibliography contains 89 citations for books intended to provide children with an understanding of and an appreciation for the people, customs, history, geography, art, and folklore of Latin America, Spain, and those of Hispanic heritage in the United States. Users of the bibliography are urged to use guidelines of the National Council on Interracial Books for Children to screen all books. Many of the books listed are over 20 years old. Efforts to locate appropriate children's books were very difficult and disappointing. Each entry includes author name(s), publishing year, the title, and the publisher. (KS)

ED 331 670

RC 018 133

Mann, George And Others

Technology and Collaboration: Strategies for Improving Educational Delivery Systems in Rural Schools.

Pub Date—12 Apr 91

Note—9p: Paper presented at the Annual Meeting of the Southern Futures Society (Fayetteville, AK, April 12, 1991).

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, College School Cooperation, *Competency Based Education, Computer Assisted Instruction, *Curriculum Development, *Curriculum Evaluation, Educational Technology, Elementary Education,

Higher Education, *Individualized Instruction, Learning Activities, Mastery Learning, *Rural Schools.

Identifiers—*Curriculum Management Systems, East Central Oklahoma State University.

With the assistance of East Central University in Ada, Oklahoma, the Indianola Public Schools in Oklahoma developed a computerized curriculum management system (CMS) to aid in curricular planning and evaluation. Using CMS, teachers can implement findings associated with the effective schools research by delineating and communicating the goals and objectives of instruction, by encouraging high expectations for student achievement, by emphasizing basic skills, and by continuously monitoring student progress. CMS uses the Annenst Curriculum Classification System (ACCS) which contains approximately 60,000 learning outcomes in mathematics, science, language arts and social studies. Materials designed to teach the curricular content were entered into CMS data banks. Activities can also be coded by learning modalities. Students are placed in the scope and sequence of the curriculum based on the results of criterion referenced tests. CMS generates a 2-week individualized plan of study for each student, detailing the objectives and the activities. At the end of the 2-week period, the students are tested, and CMS produces a report to teachers and parents. The system is also designed to evaluate learning activities based on teacher rating and student performance. CMS enables public school and university faculty to collaborate through shared data banks which can be monitored at university sites. This facilitates remedial curricular problems, as well as conducting research. During the 1988-89 academic year, CMS was field-tested using 120 students in the mathematics curriculum. A pretest-posttest study of composite mathematics achievement scores found a gain of 14 percentile points. (KS)

ED 331 671

RC 018 136

Stover, Ronald G. Stover, Penny W.

Farm Family Adaptations to Severe Economic Distress: South Dakota. Results of the 1989 Regional Farm Survey.

Spous Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCD-RRD-154-11

Pub Date—Aug 90

Note—27p: For related reports, see RC 018 075, RC 018 078, and RC 018 137-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data).

Identifiers—*Farm Crisis, Farm Women, *South Dakota.

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 207 South Dakota farm operators (a 29.6% response) and 182 spouses (a 26% response) as part of large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Operators had an average age of 51.6 years, and 82% operated farms of 500 acres or more. About a third of operators and half of spouses had some postsecondary education. In 1988, 6% of respondents had negative net family income, while about half had incomes in the range of \$10,000-\$19,999. Most respondents believed that, over the last 5 years, local services and quality of life factors had stayed about the same. About half believed that financial conditions for farmers had gotten worse, but over half reported that their own family finances had become better. Responses to financial need by 39-58% of respondents included postponing major purchases, changing transportation patterns, cutting back on charitable contributions, and using savings.

to meet living expenses; 29% decreased savings for their children's education. Highly rated information and training needs were concerned with marketing skills, new technologies, and reducing costs through low-input farming. Spouses were highly involved in farm operations and decisionmaking, and experienced considerable stress related to farming risks and balancing work and family responsibilities. This report contains 15 data tables. (SV)

ED 331 672 RC 018 137

Lobao, Linda Meyer, Katherine

Farm Family Adaptations to Severe Economic Distress: Ohio. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCRD-RRD-154-10

Pub Date—Aug 90

Note—27p.; For related reports, see RC 018 075, RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Ohio

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 388 Ohio farm operators (a 38.8% response rate) and 353 spouses as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Operators had an average age of 53 years, and most respondents had attained at least a high school diploma. In 1988, 8% of respondents had negative net family income, while average family income fell in the range of \$20,000-\$29,999. Average farm size was 367 acres. Most respondents believed that, over the last 5 years, local services and quality of life factors had stayed about the same; 37% reported improvements in adult education opportunities. Over 60% believed that financial conditions for farmers had gotten worse, and about 40% thought that conditions would continue to deteriorate. About half responded to hard times by postponing major purchases or using savings for living expenses; 35% decreased savings for their children's education. Nearly half of farmers and spouses worked off the farm; 14% had participated in vocational education or retraining programs and 7% thought they were not helpful. Highly rated information and training needs were concerned with marketing skills, reducing costs through low-input farming, and using new technologies. Spouses were very involved in farm operations and decisionmaking, and experienced considerable stress related to farming risks and balancing responsibilities. This report contains 15 data tables. (SV)

ED 331 673 RC 018 138

Johnson, Bruce B.

Farm Family Adaptations to Severe Economic Distress: Nebraska. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCRD-RRD-154-8

Pub Date—Aug 90

Note—28p.; For related reports, see RC 018 075, RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Nebraska

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 230 Nebraska farm operators (a 23% response rate) and 222 spouses (a 22% response rate) as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Operators had an average age of 50.5 years; about a third of operators and half of spouses had some postsecondary education. In 1988, 5% of respondents had negative net family income, while 40% had incomes in the range of \$20,000-\$39,999. Most respondents believed that, over the last 5 years, their own financial condition had improved and that local services, facilities, economic conditions, and quality of life factors had improved or stayed about the same. During times of financial need, 39-58% postponed major purchases, changed transportation patterns, cut back on charitable contributions, and used savings for living expenses; 27% decreased saving for their children's education. About 22% of farmers and 37% of spouses worked off the farm; 14% had participated in vocational education or retraining, but most thought it was not helpful. Highly rated information and training needs were concerned with marketing skills, understanding government assistance, and bookkeeping and financial records. Spouses were highly involved in farm operations and decisionmaking, and experienced considerable stress related to farming risks and balancing work and family responsibilities. This report contains 15 data tables. (SV)

ED 331 674 RC 018 139

Saue, William E. Eisenhauer, Janet

Farm Family Adaptations to Severe Economic Distress: Wisconsin. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa. Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences; Wisconsin Univ., Madison, Univ. Extension.

Report No.—NCRCRD-RRD-154-12

Pub Date—Aug 90

Note—33p.; For related reports, see RC 018 075, RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Wisconsin

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 622 Wisconsin farm operators (a 39% response rate) and 525 spouses as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Operators had an average age of 50.4 years. About a quarter of farmers and a third of spouses had some postsecondary education. In 1988, 7% of respondents had negative net family income, while about half had family incomes in the range of \$10,000-\$29,999. Most respondents believed that, over the last 5 years, local services, facilities, and quality of life factors had

improved or stayed the same; 33% and 26%, respectively, saw improvements in adult education opportunities and quality of schools. Over 76% of operators believed that financial conditions for farmers had gotten worse and would continue to deteriorate. Most farmers responded to hard times by postponing major purchases, using savings for living expenses, and cutting back on charitable contributions; 32% decreased savings for their children's education. About 40% of farmers and spouses worked off the farm; 18% had participated in vocational education or retraining and most thought it was somewhat helpful. Highly rated information and training needs were concerned with reducing costs through low-input farming and using new technologies. Spouses were highly involved in farm operations and decisionmaking, and experienced considerable farm- and work-related stress. This report contains 18 data tables. (SV)

ED 331 675 RC 018 140

Hobbs, Daryl Klein, Tanna

Farm Family Adaptations to Severe Economic Distress: Missouri. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCRD-RRD-154-7

Pub Date—Aug 90

Note—27p.; For related reports, see RC 018 075, RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Behavior Change, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Missouri

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 192 Missouri farm operators (a 21% response rate) and 166 spouses (an 18% response rate) as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Operators had an average age of 55.4 years. About 22% of farmers and 20% of spouses had some postsecondary education. In 1988, 5% of respondents had negative net family income, while 43% had family incomes between \$1.00 and \$19,999. About 89% of farms contained less than 500 acres. Most respondents believed that, over the last 5 years, local services, facilities, and quality of life factors had improved or stayed about the same; about 30% saw improvements in adult education opportunities and quality of schools. About 57% believed that financial conditions for farmers had gotten worse, and about 42% thought that conditions would continue to deteriorate. Most farmers responded to hard times by postponing major purchases or using savings for living expenses; 30% decreased savings for their children's education. About half of farmers and a third of spouses worked off the farm; 9% had participated in vocational education or retraining, but most thought it was unhelpful. Highly rated information and training needs were concerned with using new technologies and appropriate conservation techniques and reducing costs through low-input farming. Spouses were highly involved in farm operations and decisionmaking. This report contains 15 data tables. (SV)

ED 331 676 RC 018 141

Olson, Kent D. Mikesell, Chris L.

Farm Family Adaptations to Severe Economic Distress: Minnesota. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCRD-RRD-154-6

Pub Date—Aug 90

Note—42p.; For related reports, see RC 018 075,

RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Minnesota

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 275 Minnesota farm operators (a 39% response rate) and 245 spouses (a 35% response rate) as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Farm operators had an average age of 48.5 years and average educational attainment of 12.2 years. In 1988, 3% of respondents had negative net family income, while two-thirds had family incomes below \$30,000. Average farm size was 441 acres. Most respondents believed that, over the last 5 years, local services, facilities, and quality of life factors had improved or stayed about the same; 43% and 21% saw improvement in adult education opportunities and quality of schools, respectively. About 60% believed that financial conditions for farmers had gotten worse, and 44% thought that conditions would continue to deteriorate. About half responded to hard times by postponing major purchases, using savings for living expenses, or cutting back on charitable contributions; 40% decreased savings for their children's education. About 35% of farmers and 38.5% of spouses worked off the farm; 16% had participated in vocational education or retraining and the majority thought it was somewhat or very helpful. Few farmers expressed strong information and training needs; the most highly rated need was concerned with using new technologies. Half of spouses were highly involved in farm operations and decisionmaking. This report contains 25 data tables. (SV)

ED 331 677 RC 018 142

Moser, Collette H. Vlasin, Raymond D.
Farm Family Adaptations to Severe Economic Distress: Michigan. Results of the 1989 Regional Farm Survey.

Spons Agency—Michigan State Univ., East Lansing. Agricultural Experiment Station; North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCD-RRD-154-5

Pub Date—Aug 90

Note—34p. For related reports, see RC 018 075, RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Michigan

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 331 Michigan farm operators (a 33% response rate) and 319 spouses (a 31% response rate) as part of a large survey conducted in 12 North Central states.

The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Farm operators had an average age of 52.7 years, and most respondents had attained at least a high school diploma. In 1988, 9% of respondents had negative net family income, while 56% had family incomes under \$30,000. Average farm size was 248 acres. Most respondents believed that, over the last 5 years, local services, facilities, and quality of life factors had stayed about the same; 39% saw improvement in adult education, but 22% saw declines in quality of schools. About 70% believed that financial conditions for farmers had gotten worse, and 46% thought that conditions would continue to deteriorate. Most farmers responded to hard times by postponing major purchases or using savings for living expenses; 28% decreased savings for their children's education. About 40% of farmers and spouses worked off the farm; 11% had participated in vocational education or retraining, but most thought it was unhelpful. Highly rated information and training needs were concerned with using new technologies and appropriate conservation techniques and reducing costs through low-input farming. Spouses were highly involved in farm operations and decisionmaking, and experienced considerable farm- and work-related stress. This report contains 16 data tables. (SV)

ED 331 678 RC 018 143

Biere, Arlo

Farm Family Adaptations to Severe Economic Distress: Kansas. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCD-RRD-154-4

Pub Date—Aug 90

Note—28p. For related reports, see RC 018 075, RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Kansas

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 342 Kansas farm operators (a 34% response rate) and 313 spouses (a 31% response rate) as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Farm operators had an average age of 54.5 years. About 38% of operators and 45% of spouses had some postsecondary education. In 1988, 5% of respondents had negative net family income, while 55% had family incomes under \$30,000. Most farms were larger than 500 acres. Most respondents believed that, over the last 5 years, local services, facilities, and quality of life factors had improved or stayed about the same; about 32% and 28%, respectively, saw improvements in adult education opportunities and quality of schools. About 55% believed that financial conditions for farmers had gotten worse, and 41% thought that conditions would continue to deteriorate. Most farmers responded to hard times by postponing major purchases, using savings for living expenses, or changing transportation patterns; 28% decreased savings for their children's education. About a third of farmers and 41% of spouses worked off the farm; 10% had participated in vocational education or retraining, but most thought it was unhelpful. Highly rated information and training needs were concerned with marketing skills, using new technologies, and reducing costs through low-input farming. Spouses were highly involved in farm operations and decisionmaking, and experienced considerable farm-related stress. This report contains 19 data tables. (SV)

ED 331 679 RC 018 144

Lastey, Paul Fellows, Jacqueline.
Farm Family Adaptations to Severe Economic Distress: Iowa. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCD-RRD-154-3

Pub Date—Aug 90

Note—27p. For related reports, see RC 018 075, RC 018 078, and RC 018 136-145. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Stress Variables, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Iowa

During the farm crisis of the 1980s, many midwestern farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 311 Iowa farm operators (a 31% response rate) and 288 spouses (a 29% response rate) as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Farm operators had an average age of 50 years, and most respondents had attained at least a high school diploma. In 1988, 4% of respondents had negative net family income, while 59% had family incomes below \$30,000. Average farm size was 371 acres. Respondents were about equally divided as to whether local services, facilities, and quality of life factors had improved, worsened, or stayed about the same. About 42% believed that financial conditions for farmers had gotten worse, and 40% thought that conditions would continue to deteriorate. Most farmers responded to hard times by postponing major purchases, using savings for living expenses, and cutting back on charitable contributions; 35% decreased savings for their children's education. About 33% of farmers and 43% of spouses worked off the farm; 12% had participated in vocational education or retraining but most thought it was unhelpful. Highly rated information and training needs were concerned with marketing skills and reducing costs through low-input farming. Spouses were highly involved in farm operations and decisionmaking, and experienced some farm- and work-related stress. This report contains 15 data tables. (SV)

ED 331 680 RC 018 145

Barnard, Freddie L.

Farm Family Adaptations to Severe Economic Distress: Indiana. Results of the 1989 Regional Farm Survey.

Spons Agency—North Central Regional Center for Rural Development, Ames, Iowa.

Report No.—NCRCD-RRD-154-2

Pub Date—Aug 90

Note—28p. For related reports, see RC 018 075, RC 018 078, and RC 018 136-144. Each report in this series contains a section on "Information and Training Needs." Part of regional research project NC-184.

Available from—North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (\$3.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitudes, Behavior Change, Community Services, Coping, *Economic Change, Economic Impact, Economic Status, Educational Needs, Family Income, *Farmers, *Financial Problems, Information Needs, *Quality of Life, Rural Farm Residents, Spouses, State Surveys, Tables (Data)

Identifiers—*Farm Crisis, Farm Women, *Indiana
During the farm crisis of the 1980s, many mid-

western farm families suffered financial distress, but by 1989 an uneven financial recovery was under way. This report summarizes data collected from 337 Indiana farm operators (a 24% response rate) and 289 spouses (a 21% response rate) as part of a large survey conducted in 12 North Central states. The purpose of the survey was to identify farm families' adaptation pattern, information and educational needs, and opinions on rural development. Farm operators had an average age of 52.1 years. About 27% of respondents had some postsecondary education. In 1988, 4% of respondents had negative net family income, while 51% had family incomes below \$30,000. Average farm size was 489 acres. Most respondents believed that, over the last 5 years, local services, facilities, job opportunities, and quality of life factors had improved or stayed about the same; 31% and 24% saw improvement in adult education and quality of schools. Over half believed that financial conditions for farmers had gotten worse, but respondents were equally divided as to whether financial conditions would improve, stay the same, or deteriorate in the next 5 years. Half of farmers responded to hard times by postponing major purchases; 23% decreased savings for their children's education. Over half of respondents worked fulltime off the farm; 10% had participated in vocational education or retraining, but most thought it was unhelpful. Highly rated information and training needs were concerned with marketing skills and reducing costs through low-input farming. Spouses were highly involved in farm operations and decisionmaking. This report contains 15 data tables. (SV)

ED 331 681 RC 018 147

Chance, Edward W. Capps, James L.
Administrator Stability in Rural Schools: The School Board Factor.

Pub Date—[Oct 90]

Note—24p.; Paper presented at the Annual Meeting of the National Rural Education Association (82nd, Colorado Springs, CO, October 5-8, 1990).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrative Change, *Administrative Problems, *Administrator Effectiveness, Administrator Selection, *Boards of Education, Communication Skills, Elementary Secondary Education, Financial Problems, Integrity, *Labor Turnover, Moral Values, Personnel Evaluation, *Rural Schools, *Superintendents, Telephone Surveys

Identifiers—Oklahoma

This study examines the excessive turnover rate of school superintendents in rural school districts in Oklahoma from the school board perspective. Researchers identified 41 schools that had three or more superintendents in the last 5 years, and had 600 or less students. Telephone interviews of 25 school board presidents focused on personal and board related demographics, community special interest groups, critical problems between the board and superintendent, reasons for the superintendent turnover, and any established criteria for the hiring of new superintendents. The following areas were identified as critical problems that existed between the board and any of the previous superintendents: (1) finance, primarily poor management of funds; (2) integrity, from theft to lying to the board; (3) poor communication skills; and (4) immorality, such as extramarital affairs. Forty-three percent of the 63 superintendents who left the district were either terminated or forced to resign. Twenty-three percent resigned to accept a position in a larger district or one which paid more. The majority of school boards alone interviewed the superintendents, and did not question the applicant's former district or community. Often, inappropriate interview questions were asked, and the "good ol' boy" system used. To increase needed stability in school districts, boards must be more investigative in the hiring process, and state agencies must adopt a proactive attitude to address the issue of ineffective administrators. (KS)

ED 331 682 RC 018 148

Chance, Edward W.
The BIA/Contract School Administrator: Implications for At-Risk Native American Students.

Pub Date—[89]

Note—12p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Role, Administrators, *American Indian Edu-

cation, *High Risk Students, Instructional Leadership, *Leadership Styles, Principals, Reservation American Indians, *School Administration, Secondary Education, *Secondary Schools

Identifiers—*Bureau of Indian Affairs Schools,

Contract Schools, *Native Americans

In 1988 there were 103 schools operated by the Bureau of Indian Affairs (BIA) and 65 schools operated by Indian tribes under contract with the BIA. Typically, these schools are in a rural, poor, and reservation setting, with students at high risk for dropping out. This paper examines the duties, roles, and leadership styles of administrators at BIA and contract secondary schools. A descriptive questionnaire and the Leadership Practices Inventory were completed by 24 administrators, of whom 9 were Native Americans. Subjects were 80% male, had an average age of 40-45, had been in administration for an average of 11.7 years, and had taught for an average of 7 years before becoming an administrator. Compared to non-Indians, Indian administrators had less teaching and administrative experience, were more likely to be female or to hold a doctorate, and were more likely to have weekly faculty meetings. Although 57% of subjects viewed instructional leadership as their first priority, the average administrator spent 73% of the time on general managerial duties and discipline. Non-Indian and Indian administrators did not differ in this respect. With regard to leadership styles, both Indians and non-Indians scored in the high category for "inspiring" and "modeling," and in the moderate category for "enabling" and "encouraging." For the "challenging" style, Indians scored in the high category and non-Indians scored in the low category, indicating that Indian administrators were more willing to take risks. (SV)

ED 331 683 RC 018 149

Harvey, Karen D. Comp.
Native American Games for the Classroom.

Pub Date—May 91

Note—24p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, American Indian Education, American Indians, Athletics, *Cultural Education, *Educational Games, Elementary Secondary Education, Teaching Guides, Toys

Identifiers—Native Americans

While playing simple games is creative active fun for kids, such fun can lead to learning of social science content and examination of values. The study of traditional Native American games can: (1) show young people that people of other times and other cultures were similar to them in many fundamental ways; (2) introduce children to some simple pleasures missing in our high tech world; (3) illustrate the strong connection between Indian spirituality and daily living; and (4) demonstrate how Indian games and toys prepared children for the ways of the adult world. This brief guide outlines the major concepts of adaptation and change, culture and diversity, and environment and resources, along with organizing generalizations, and provides a sample lesson plan. Other sections describe games of chance, games of dexterity or skill, games for amusement, toys, and contemporary activities such as powwow dancing and rodeo. This guide contains 15 references and resources. (SV)

ED 331 684 RC 018 150

Reid, J. Norman Rowley, Thomas D.
Future Directions in Rural Development Policy.

Findings and Recommendations of the National Commission on Agriculture and Rural Development Policy.

National Commission on Agriculture and Rural Development Policy, Washington, DC.

Pub Date—Dec 90

Note—41p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Federal Government, *Government Role, *Policy Formation, *Public Policy, Rural Areas, *Rural Development, Rural Education, Social Change, Socioeconomic Influences

The National Commission on Agriculture and Rural Development Policy, established by Congress to provide broad, long-range policy perspectives, examined rural development policy issues and made many field visits to observe rural conditions and rural development projects. The Commission recognized the diversity of rural communities and identi-

fied causes of rural economic change to be: (1) the decline of traditional resources-based industries; (2) international competition; (3) changes in technology and the job market; and (4) the physical distance and social isolation of rural communities. The following principles are suggested to guide rural development: (1) rural areas and people must be economically self-reliant; (2) rural areas and people must be able to adapt rapidly and effectively to changing market conditions; and (3) the rural physical and cultural environment—valuable elements of national life—should be protected. To achieve these goals, the federal government should undertake to: (1) review all of its policies to determine their effects on rural areas; (2) improve the availability of information about rural conditions and development strategies; (3) adopt a comprehensive and strategic approach to rural development; (4) foster better cooperation among rural development participants; (5) incorporate flexibility in its policies to accommodate the diversity of rural America; (6) promote innovation and experimentation in the pursuit of rural development; and (7) make education a major component of rural development policies. Improved rural education is necessary to attract high-wage high-skilled industries and to foster entrepreneurship and small-business growth, but rural schools are hampered by lack of funds and higher costs per student. (SV)

ED 331 685 RC 018 152

Orzech, Miriam W. Borden, Sue
SMILE—Science and Mathematics Investigative Learning Experiences.

Pub Date—[90]

Note—9p.; Paper presented at the Joint Symposium of the American Council on Rural Special Education and the National Rural and Small School Consortium (Tucson, AZ, March 18-23, 1990).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*American Indians, Career Awareness, *College School Cooperation, Disadvantaged Youth, Engineering, *Enrichment Activities, Financial Support, *Hispanic Americans, Intermediate Grades, Junior High Schools, *Mathematics Instruction, Middle Schools, Rural Schools, *Science Instruction

Identifiers—Native Americans, Oregon, *Oregon State University

Oregon State University (OSU) designed and implemented the Science and Mathematics Investigative Learning Experiences Program (SMILE) to encourage minority students to pursue careers in science and engineering. SMILE offers an after-school enrichment program for middle-school Hispanic and Native American students in eight rural Oregon communities. Each group consists of approximately 20 students who are working at or above grade level. Students engage in the following activities: (1) projects involving math, science, and computers; (2) monthly visits to sites of scientific interest near their school; and (3) the Challenge Weekend on the OSU campus in the spring. Teachers who lead SMILE groups attend workshops given by OSU resource faculty to help them plan group activities and enhance their skills in motivating and teaching their students. One SMILE group researched the process of recycling paper and made their own recycled paper. Another group studied the water quality in a nearby stream. Although funding the program has required much time and effort on the part of OSU faculty, current funding comes from corporate foundations and a community foundation. Despite the success of the program, charges of reverse racism have surfaced, and regular attendance has proved difficult for many students. Future plans include expanding the program to elementary schools, high schools, and additional communities and raising funds for scholarships. (KS)

ED 331 686 RC 018 153

Shoner, Henry
Recruiting and Retaining Native Americans in Teacher Education.

Pub Date—[90]

Note—10p.; A revised version of a paper presented at the Annual Conference of the National Association of Bilingual Education (19th, Tucson, AZ, April 20-24, 1990).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, American Indian Education, *American Indians, Cultural Differences, Elementary Secondary Education,

Financial Problems, Higher Education, *Rural Schools, *Teacher Education, Teacher Persistence, *Teacher Recruitment
Identifiers—*College of Santa Fe NM, *Native Americans, New Mexico

This paper identifies problems in Native American teacher training and suggests solutions to improve the training. In New Mexico, ideal candidates for teacher licensure are a group of Native American teacher assistants who work with Native American students. Most lack the general education requirements for a bachelor's degree and must take extensive coursework. Although 29% of the teacher trainees at the College of Santa Fe are Native American, only 56% of these trainees are active during any given semester, compared to 78% and 77% for Hispanic and other ethnic groups, respectively. Factors that explain disruption in teacher training of Native Americans are: (1) poverty; (2) geographic isolation; (3) family commitments; (4) cultural conflicts; and (5) inadequate academic experience. To address these problems, the program contacts Pueblo councils to find candidates for teacher training. Efforts also continue to recruit Native American teacher assistants, by providing financial support for coursework through school districts and by offering core coursework at the same institution as that in which students do their teacher training. Native American students could be retained in the program by offering them a larger monthly stipend, more on-site courses, and on-site advising and tutoring. (KS)

ED 331 687 RC 018 155
Migrant and Seasonal Farmworker Health Objectives for the Year 2000. Document in Progress. National Migrant Resource Program, Inc., Austin, TX.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Care Delivery and Assistance.
Pub Date—Apr 90
Note—24p.

Pub Type—Opinion Papers (120) — Reports — Evaluative (142)
EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Health Promotion, Long Range Planning, Mental Health, Migrant Health Services, Migrant Problems, Migrant Programs, *Migrant Workers, *Objectives, Position Papers, *Prevention, *Seasonal Laborers

Compared to the U.S. population, migrant farmworkers have a low life expectancy, high infant mortality rate, and high incidence of malnutrition and parasitic infection. Drawing on Public Health Service health objectives for the nation, this document proposes farmworker-specific objectives for a health promotion and disease prevention agenda. While recognizing that funding is not currently available to pursue all the objectives, this plan aims to promote acceptance of a common work plan and provide a frame of reference for interagency collaboration. Recommendations focusing on improved health status, reduced risk factors, increased public and professional awareness, and improved services are provided for each of the 15 objectives: (1) reduce alcohol and other drug abuse; (2) improve nutrition; (3) improve mental health and prevent mental illness; (4) reduce environmental health hazards; (5) improve occupational safety and health; (6) prevent and control unintentional injuries; (7) reduce violent and abusive behavior; (8) prevent and control HIV infection and AIDS; (9) immunize against and control infectious diseases; (10) improve maternal and infant health; (11) improve oral health; (12) reduce adolescent pregnancy and improve reproductive health; (13) prevent, detect, and control chronic diseases and other health disorders; (14) improve health education and access to preventive health services; and (15) improve surveillance and data systems. (SV)

ED 331 688 RC 018 156

Roark-Calkins, Sue
Passages: A Celebration of Migrant Arts. A Guide to the [1991] Exhibition.

BOCES Genesee Migrant Center, Genesee, NY.
Spons Agency—New York Foundation for the Arts; New York State Council on the Arts, New York.

Pub Date—91
Note—22p.
Pub Type—Creative Works (030)

EDRS Price — MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, *Art, Black Culture, Exhibits, *Folk Culture, Haitians, His-

panic American Culture, Mexican Americans, *Migrant Workers
Identifiers—African Americans, Algonquin (Tribe), Native Americans

This booklet accompanied a 1991 exhibition of migrant arts, mounted by CAMPS (Creative Artists Migrant Program Services) and an ongoing program of collection and documentation research on migrant folk arts at the BOCES Genesee Migrant Center. There are four passages in migrant lives: through historical time, through space, through the seasons of nature, and through the cycles of life. This exhibit traces passages in the arts of four migrant groups: Mexican, Algonquin Native, Haitian, and African Americans. African American migrant art celebrates the passage of historical time out of Africa through slavery to freedom. Today ancient African traditions are adapted to life on the migrant stream, as wood found on the way is carved into walking canes—symbols of traditional authority—and camp rappers and poets emulate traditional African praise singers. Haitian art evokes the passage by water in carefully detailed drawings of boats, which are also a powerful protective Voodoo symbol. Other protective spiritual images found in Haitian art are the skeletal male figure with split color hands and checkerboard patterns of vivid colors. Algonquin art celebrates nature and the turn of the seasons, and includes woodcarvings of images of the bush and floral designs on baskets, beadwork, and embroidery. Mexican and Mexican-American art, often related to ceremonies marking passage through the life cycle, includes decorations of flowers and cut and folded paper as well as leathercraft and paintings. (SV)

ED 331 689 RC 018 157

Matthews, Bruce E.
Hunting and Outdoor Education.
Coalition for Education in the Outdoors, Cortland, NY.

Pub Date—91
Note—7p.
Journal Cit—Coalition for Education in the Outdoors (CEO) Newsletter; p1-3,18-20 Win/Spr 1991

Pub Type—Journal Articles (080)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classification, Conservation Education, *Controversial Issues (Course Content), Elementary Secondary Education, Environmental Education, *Ethics, Moral Issues, *Outdoor Activities, *Outdoor Education, *Wildlife

Identifiers—*Hunting

This article addresses the controversy over including hunting as a part of outdoor education. Historically, figures such as Julian Smith, of the Outdoor Education Project of the 1950's, advocated hunting as a critical element of educating children and youth about care and protection of natural resources. Henry David Thoreau saw hunting experiences as a means of becoming acquainted with nature. As with any human activity, hunting is engaged in by individuals with varying degrees of interest, competence, and responsibility. Because there are between 16 and 18 million licensed hunters in the United States, there is an implied obligation for outdoor educators to work toward educating hunters to live up to the highest standards of ethical behavior. Animal rights activists and anti-hunting groups have disseminated teaching materials to schools which emphasize simplistic and moralistic approaches in dealing with complex ecological, biological, social, and economic issues. Research has found a definite relationship between hunting and rural tradition and identified three types of hunters based on motivations for hunting and attitudes toward wildlife: meat hunters, sports hunters, and nature hunters. Nature hunters primarily hunt to be outdoors in the natural environment, and have a strong concern about and affection for the environment. All types of hunters scored higher than those who oppose hunting in factual understanding of animals. Decker found that hunters mature in their goal orientation from achievement and affiliative toward appreciative orientations. This paper contains 32 references. (KS)

ED 331 690 RC 018 158

Basic Skills Performance of Alaska's Students. Achievement Test Results for the 1989-90 and the 1990-91 School Years.

Alaska State Dept. of Education, Juneau.
Pub Date—Feb 91
Note—264p.; For technical appendix, see ED 321

922 and for earlier report, see ED 299 318.
Pub Type—Numerical/Quantitative Data (110) — Reports — Evaluative (142)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Educational Testing, Elementary Education, *Elementary School Students, Grade 4, Grade 6, Grade 8, *School Districts, *Scores, Standardized Tests, Student Characteristics
Identifiers—*Alaska, Iowa Tests of Basic Skills

In 1990-91, the second year of Alaska's statewide testing program, the Iowa Tests of Basic Skills was administered to 24,684 Alaskan public school students in grades 4, 6, and 8. The nationally normed achievement test covered reading, mathematics, and language arts. Most students in grades 6 and 8 scored above the 50th percentile in all subjects, based upon 1985 national norms, while slightly less than half of grade 4 students scored above the 50th percentile in language arts and reading. Lower school-district scores were associated with high rates of students from poor families and from homes where English is a second language. At the time of test administration, students and principals completed brief questionnaires. Students with higher scores were more likely to have attended kindergarten, to read daily outside of school, and to plan to attend college, and were less likely to watch television and to be late for school. Higher test scores were also related to lower teacher and principal turnover and to school literature-based reading programs. Most of this document consists of test results profiles for the state and for each of its 54 school districts. Profiles present average percentile scores overall and for each grade tested in reading, mathematics, and language arts; comparisons with 1989-90 scores; ethnic composition; and percentages of bilingual, special needs, migrant, Chapter 1, and gifted students. (SV)

SE

ED 331 691 SE 050 522

Conney, Thomas J., Ed.
American Perspectives on the International Congress on Mathematical Education (6th, Budapest, Hungary, July 27-August 3, 1988).

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-276-7
Pub Date—89

Note—56p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (\$6.75, 20% discount for 10 or more).

Pub Type—Collected Works — Proceedings (021)
Document Not Available from EDRS.

Descriptors—Algorithms, College Mathematics, Computer Uses in Education, Elementary Secondary Education, Gifted, Higher Education, *Mathematics Education, *Mathematics Instruction

Identifiers—*Polya (George)

The Sixth International Congress on Mathematical Education (ICME-6) was special in that it provided a context commemorating the life and work of George Polya (1887-1985) whose native land was Hungary and to whom all those interested in the teaching of mathematical problem solving owe a great debt. What follows in this publication is a collection of snapshots of the U.S. perspective on ICME-6. The first six authors were each asked to reflect on a particular aspect of the congress for this publication. Their contributions, taken together, provide an analysis of ICME happenings and reflections on past congresses. The remaining contributions were among the reports submitted by those who received travel awards to the congress from the National Science Foundation through a grant to the National Council of Teachers of Mathematics. Some topics included are the profession of teaching, tertiary level computing, establishing networks, algorithmic mathematics, gifted students and contests, visualization in mathematics, technology in the curriculum, nonspecialist college mathematics, organization, report, themes, and a critique of ICME-6. (MVL)

ED 331 692 SE 050 525

Junior Science and Humanities Symposium. School Level Management Information Booklet for SY89-90.

Dependents Schools (DOD), Washington, DC. Pacific Region.

Pub Date—Apr 89

Note—86p.; Contains several pages with small type which may not reproduce well.

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Humanities, *Mathematics Instruction, *Science Activities, Science Fairs, Science Programs, Secondary Education, Secondary School Science, *Student Projects, *Student Research

Identifiers—*Dependents Schools

Each year, beginning in the early spring, Department of Defense Dependent Schools, Pacific Region conducts a Junior Science and Humanities Symposium program. The information for putting together such a program is contained in this document. Students are invited to conduct original research in the sciences, mathematics, the humanities, and computer applications that relate to research in those three fields. The research period ends in early spring of the next year. Following conclusion of the research period, students who complete research projects and the writing of research project papers spend a week presenting their research to other students, visiting locations where research is actively being conducted, participating in Japanese-American cultural events and a host of other activities. During the week, three top student researchers are chosen from the participants. Later in the spring, the winning students travel to the National Junior Science and Humanities Symposium in the United States where the first place researcher presents his or her research again. The student who presents his or her paper at the National Symposium competes with other students for an opportunity to make a presentation at the International Junior Science and Humanities Symposium, usually held in London, England, during the following summer. (MVL)

ED 331 693 SE 050 575

Snyder, Marilyn N., Ed. Kasten, Margaret L., Ed. *Investigations in Mathematics Education. Volume 21, Number 3.*

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—88

Note—63p.; For previous edition see ED 302 415. Available from—SMEAC Information Reference Center, 1200 Chambers Road, Room 310, Columbus, OH 43212 (U.S. subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Mathematics Education; v21 n3 Sum 1988

Pub Type—Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arithmetic, Assignments, Cognitive Ability, Computation, Educational Research, *Elementary School Mathematics, Elementary Secondary Education, Mathematical Logic, *Mathematics Education, *Problem Solving, Ratios (Mathematics), Remedial Mathematics, *Secondary School Mathematics, Teaching Methods, Word Problems (Mathematics)

Identifiers—Mathematics Education Research, Sequences (Mathematics)

This publication is a compilation of abstracts and critical comments for 12 published investigations in mathematics education. Information for each study includes: purpose; rationale; research design and procedures; findings; and interpretations. For each study abstractor's comments also provide a brief critique. Topics include: planning problem solving instruction; word problem difficulty; cognitive levels; the development of function concepts; proportion problems; counting skills; problem assignment; sequencing; the effect of teacher errors; and logic errors. Also provided are lists of mathematics education research studies indexed by "Current Index to Journals in Education" and "Resources in Education" for January through March, 1988. (CW)

ED 331 694 SE 050 648

Kahle, Jane Butler

SCORES: Science Career Options for Rural Environment Students. Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—[89]

Contract—GX8402219

RIE SEP 1991

Note—54p.

Pub Type—Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Disadvantaged, *Females, High Schools, Intervention, Program Descriptions, *Rural Education, *Science Careers, Science Education, Secondary School Science, *Student Attitudes, Teaching Methods. Research studies have shown that students in rural high schools have fewer science role models, participate less frequently in extracurricular science activities, and have less science career information than do their peers in more cosmopolitan settings. Furthermore, girls in rural schools may be particularly disadvantaged. For example, analyses of the results from the 1981 National Assessment of Education Progress indicated that girls continue to score below the national mean on all cognitive science items and to express negative attitudes toward science. The goal of Project SCORES was to develop a sustained intervention model utilizing the strategies of teachers who successfully encouraged students to continue in science, and to remediate the lack of participation in science by rural students. Therefore, Project SCORES established a cooperative relationship among a university science department, local science-related industries, and rural secondary schools. This paper describes the project, intervention strategies, project evaluation, and demographic characteristics of samples. (Author/CW)

ED 331 695 SE 051 217

Snyder, Marilyn N., Ed. Kasten, Margaret L., Ed. *Investigations in Mathematics Education. Volume 21, Number 4, Fall 1988.*

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—88

Note—102p.; For previous edition see SE 050 575. Available from—SMEAC Information Reference Center, 1200 Chambers Rd., Room 310, Columbus, OH 43212 (U.S. subscription \$20.00, \$5.00 single copy).

Journal Cit—Investigations in Mathematics Education; v21 n4 Fall 1988

Pub Type—Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Computer Assisted Instruction, Elementary School Mathematics, Elementary Secondary Education, Fractions, *Mastery Learning, Mathematics Education, Mathematics Instruction, Mathematics Skills, Mathematics Teachers, *Number Concepts, Number Systems, *Problem Solving, Secondary School Mathematics, *Word Problems (Mathematics)

Identifiers—*Constructivism

This publication is an abstracted compilation of 15 investigations selected from other journals. The information includes purpose, rationale, research design and procedures, findings, interpretations, abstractor's comments, and references. This journal includes the following reports: (1) "A Constructivist Approach to Numeration in Primary School: Results of a Three Year Intervention with the Same Group of Children"; (2) "Identifying Fractions on Number Lines"; (3) "Teachers' Pedagogical Content Knowledge of Students' Problem Solving in Elementary Arithmetic"; (4) "Representation of Addition and Subtraction Word Problems"; (5) "Effect of Cognitive Entry Behavior, Mastery Level, and Information about Criterion on Third Graders' Mastery of Number Concepts"; (6) "The Effects of Computer-Assisted and Traditional Mastery Methods on Computation Accuracy and Attitudes"; (7) "An Investigation into the Use of Microcomputers to Teach Mathematical Problem-Solving Skills to 13 Year Olds"; (8) "Differences among Women Intending to Major in Quantitative Fields of Study"; (9) "Characteristics of Unskilled and Skilled Mental Calculators"; (10) "Intrinsic Orientation Profiles and Learning Mathematics in CAI Settings"; (11) "Putting the Student into the Word Problem: Microcomputer-Based Strategies that Personalize Math Instruction"; (12) "The Mathematics of Child Street Venders"; (13) "A Cognitive Approach to Meaningful Mathematics Instruction: Testing a Local Theory Using Decimal Numbers"; (14) "Teaching Children to Use Schematic Drawings to Solve Addition and Subtraction Word Problems"; and (15) "Effect of Assignment Projects on Students' Mathematical Activity." The titles and sources of mathematics education research studies reported in CIJE and RIE, April-June 1988, are listed. (YP)

ED 331 696

SE 051 445

Howe, Robert W. Warren, Charles R.

Recent Developments in College Mathematics Programs and Courses. ERIC/SMEAC Mathematics Education Digest No. 4, 1988.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-88-8

Pub Date—88

Contract—R188062006

Note—3p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (\$1.50 single copy).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Mathematics, Educational Improvement, Educational Resources, *Educational Trends, Higher Education, Instructional Materials, Literature Reviews, Mathematics Curriculum, Mathematics Education, Resource Materials

Identifiers—ERIC Digests

Data released in several reports have raised concerns regarding the status of undergraduate mathematics in two-year colleges, four-year colleges, and universities. The purpose of this digest is to review current trends in mathematics courses and instruction in higher education. Discussed are concerns regarding undergraduate mathematics programs and courses; types of programs and activities developed with precollege schools and students; current developments in college mathematics programs, courses, and materials for mathematics majors; and current developments in college mathematics programs, courses, and materials for nonmajors. Selected sources of information on college level developments in mathematics are listed. A list of 12 selected references is provided. (CW)

ED 331 697

SE 051 466

Dossey, John A.

Selected Procedures for Improving the Mathematics Curriculum: Assessment. ERIC/SMEAC Mathematics Education Digest No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-29

Pub Date—90

Contract—R188062006

Note—3p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (\$1.50 single copy).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, *Educational Improvement, *Educational Trends, Elementary School Mathematics, Elementary Secondary Education, Literature Reviews, *Mathematics Curriculum, Mathematics Education, Secondary School Mathematics

Identifiers—ERIC Digests

While 1990 was the year of reform recommendations in mathematics education, 1991 may become the year of assessment in mathematics education. The growth of assessment activities stems from the belief that the primary purpose of assessment is the improvement of teaching. The digest reviews trends in mathematics assessment. Discussed are the sudden emphasis on assessment; how schools can improve their methods of assessing students; how assessment can be used to improve instruction; what changes are taking place in state testing programs; what is happening in college entrance examinations programs; what is happening in assessment at the national level; and what schools can do to improve themselves. A list of 11 selected references is included. (CW)

ED 331 698

SE 051 469

Disinger, John F.

Promising Materials, Projects, and Programs for Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-32

Pub Date—90

Contract—R188062006

Note—3p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (\$1.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Trends, *Environmental Education, *Instructional Materials, Literature Reviews, *Program Descriptions, Science Education

Identifiers—ERIC Digests

Development of numerous materials projects and programs is a continuing characteristic of environmental education. Most have been modest, local in scope, and short-lived. But in recent years many have become more ambitious, substantive, and sophisticated, more effectively designed and better positioned to make significant educational impacts on selected audiences. This digest briefly describes several of these activities: "Operation Earth" (Public Broadcasting System Program); "National Issues Forum" (an environmental reader featuring 200 short scripts); "Earthwatching" (provides models for public discussion); "Essential Learnings" (joint project between Centre for Environment in India and State University of New York at Syracuse); "Activity Guide Evaluation" (comprehensive curriculum evaluation project by California State Department of Education); and "Standards Development" (American Society for Testing and Materials exploration of needs in establishing voluntary standards). A list of six selected references is provided. (CW)

ED 331 699

SE 051 470

Disinger, John F.

Teaching Creative Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest No. 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-90-33

Pub Date—90

Contract—R188062006

Note—3p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (\$1.50 single copy).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Creative Thinking, Elementary Secondary Education, *Environmental Education, Literature Reviews, Science Education, *Science Instruction, Teaching Methods, *Thinking Skills

Identifiers—ERIC Digests

Assisting students in the development of their ability to think has long been a basic goal of education. Creative thinking and critical thinking have been defined jointly as higher-order thinking based on fact and logic, insight and empathy; they are seen as necessary for problem solving, invention, and achievement. Because the primary goal of environmental education is typically described as the development of responsible environmental behavior, higher order thinking is needed. This digest focuses on the relationships between creative thinking and environmental education. Discussed are the behaviors involved in creative thinking, which disciplines are involved, and the curricular approaches which may be used. A list of 12 selected references is included. (CW)

ED 331 700

SE 051 520

Medina, Suzanne L.

A Study of the Effects of the Kumon Method Upon the Mathematical Development of a Group of Inner-City Junior High School Students.

Pub Date—10 Dec 89

Note—49p.; The small type in appendix D has been enlarged to improve readability.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Grade 7, Grade 8, *Hispanic Americans, Junior High Schools, *Junior High School Students, Learning Activities, *Mathematics Achievement, Mathematics Education, Mathematics Instruction, *Secondary School Mathematics, Standardized Tests, Teaching Methods,

*Urban Education

Identifiers—*Kumon Mathematical Method

In this research, 103 Hispanic junior high school students were instructed using the Kumon Mathematical Method. Instruction took place 1 hour per day, 5 days a week in a public school setting. Instruction extended over an eight month period. Student subjects were pretested and posttested on the Mathematics batteries of the California Achievement Test (CAT). The amount of progress in mathematics was determined by computing gain scores for each section of the examination. Data included in this report includes: (1) CAT math concepts scores; (2) CAT computation and applications scores; (3) CAT total math scores; (4) school attendance; (5) Kumon Examination scores; (6) Kumon time scores; (7) number of packets completed; (8) Kumon level advancement; (9) class period; (10) academic track; and (11) grade level. Correlational relationships between variables are also discussed. Reported were significant gains in math computation, math concepts, and math applications scores at the seventh grade level; grade 8 students maintained their percentile rankings for the duration of the study; subjects significantly increased their speed on the Kumon exam; and CAT math gain scores were greater for the seventh graders than for the eighth graders. CAT gain scores were correlated with post Kumon exam scores. CAT gain scores were not correlated with Kumon exam time scores, number of Kumon packets completed, or Kumon advancement. (Author/CW)

ED 331 701

SE 051 598

Dunlop, David Zellers, Robert W.

Basic Science Living Skills for Today's World.

Teacher's Guide. Student Workbook. Pre-Test.

Post-Test.

Zellers (Robert W.) Educational Services, Johnstown, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Div. of Adult Basic and Literacy Education Programs.

Pub Date—89

Note—174p.; For the 1987 Edition, see ED 289 070.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Biological Sciences, *General Science, *Learning Activities, Lesson Plans, *Science Activities, Science and Society, Science Curriculum, Science Education, *Science Instruction, Science Tests, Teaching Guides, Teaching Methods

The purpose of this set of materials is to provide the adult education teacher with the necessary information to assist their students in acquiring the content necessary for a basic understanding of science. The course consists of 25 lessons on basic biological and physical science concepts. The complete set of materials contains a student workbook, teacher's guide, pre-test, and post-test. The teacher's guide, includes suggestions, objectives, discussion questions, vocabulary lists with definitions, and answers for each of the 25 student exercises. Suggestions for the use of, blank answer sheets for, and an answer key to the pre-test and post-test examinations are also included. The student workbook contains student worksheets designed specifically to accompany the 25 lessons of the curriculum. Included therein are matching, fill-in-the-blank style questions, multiple choice items, and true-false questions divided and labelled to accompany the curriculum materials. The pre-test and post-test each contain 62 test items, designed in the first instance to assess prior knowledge of basic science concepts, and, in the second instance, understanding of basic science concepts following completion of the program. (CW)

ED 331 702

SE 051 612

Tobias, Sheila

They're Not Dumb, They're Different—Stalking the

Second Tier.

Research Corp., Tucson, AZ.

Pub Date—90

Note—96p.

Available from—Science News Books, 1719 "N" Street, NW, Washington, DC 20036 (\$2.00 per copy, \$0.50 each additional copy; foreign, \$4.00 per copy).

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cognitive Style, *College Science, Course Content, Demand Occupations, Educational Improvement, Higher Education, Individual Differences, *Nonmajors, Qualitative Research, Science Education, *Science Instruction, Sex Differences, *Student Recruitment

To solve the twin problems of a projected shortfall of science workers and general science illiteracy in the United States, many educators have proposed a massive restructuring of the curriculum and pedagogy of elementary and secondary school science. This research suggests that science educators focus on such issues as course design, teaching and curriculum as well as on recruitment, rewards, and opportunities in science. The goal would be to attract that group of able students who can do science, but select other options dubbed the "second tier." By getting to know these students and finding ways to reverse their migration from science to other disciplines, it should be possible to stem the massive loss of potential science workers that occurs during the college years. To explain reasons for this "second tier" students, six nonscience graduate students and one professor were paid to seriously audit for one semester an introductory physics or chemistry course. Each participant kept a record of his or her reactions to the course (e.g., comments about an instructor's approach, content of course, etc.). To determine if these accounts were typical, data from the "Concentration Choice Study 1978-1983" of 300 Harvard-Radcliffe students were studied. The study focused particularly on male-female differences and science-nonscience predictors. Analysis of the interview data revealed that for both men and women, enjoying a science course more than all other freshmen courses was a significant predictor of their decision to major in science. A final synthesis of the research findings of these studies is provided. (CW)

ED 331 703

SE 051 833

Locks-Horsley, Susan And Others

Elementary School Science for the '90s.

National Center for Improving Science Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-87120-176-3

Pub Date—90

Contract—R168B80001

Note—183p.

Available from—Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1403 (ASCD Stock No. 611-90119, \$13.95).

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Educational Assessment, *Educational Improvement, Elementary Education, *Elementary School Science, Inservice Teacher Education, *Professional Development, *Science Curriculum, Science Education, *Science Instruction, Science Materials, Science Teachers

Good elementary school science engages children in wonder and the study of the natural world. It makes links to technology and gives children the opportunity to explore how things work firsthand through activities and experiences with a wide variety of materials. This book was written for decision makers. While some of these decision makers hold official titles such as science supervisor, other administrators, curriculum coordinators, and teachers are intended to be included. The purpose of this book is to help answer the questions of where to start, and what needs to be done to improve science education in the elementary school. It is organized according to the 13 findings of the National Center for Improving Science Education. Topics covered include curriculum, instruction, assessment, and teacher development and support. Appendices include a general reference list for science leaders, and a list of science resources in the United States. (CW)

ED 331 704

SE 051 884

Sloat, Barbara Furin

Perspectives on Women and the Sciences.

Pub Date—90

Note—9p.

Journal Cit—LSA magazine; v13 n2 p13-17 Spr 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *College Science, *Educational Environment, Educational Improvement, *Females, Higher Education, Profes-

sional Development, *Science Careers, Science Education, *Undergraduate Study

Despite gains since 1970, women still make up only 15% of the science and engineering workforce in the United States. Nationally women constitute about 11% of the science faculty in professional ranks. A recent research study's dealing with the issue of women in science found that women's self-concept resulting from few faculty as role models, discouragement by less "A" grades, their distinct minority role, etc. are factors in lower participation in the sciences. This article reviews the situation of women at the University of Michigan and trends that may be occurring there. Several programs on different campuses, which are designed to encourage women to continue in the sciences by creating a more hospitable academic atmosphere are described. "Summerscience," a Michigan program aimed at keeping junior high and high school girls in the science track is described in an insert by Deborah Gilbert. Suggestions for how administrators and faculty can help improve the climate of instruction for women at the undergraduate level are presented. A list of 16 references and 9 related readings is included. (CW)

ED 331 705 SE 051 932
Assessing Children's Learning in Mathematics K-3.

Tasmanian Education Dept., Hobart (Australia).
Pub Date—87
Note—23p.

Available from—The Marketing Officer (Curriculum Services), Department of Education and The Arts, 71 Letitia Street, North Hobart, Tasmania 7000 Australia (\$10.00 plus postage/pay on invoice).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arithmetic, Classification, *Cognitive Development, *Concept Formation, Conservation (Concept), Foreign Countries, *Learning Activities, Learning Processes, Learning Strategies, *Mathematics Achievement, Mathematics Education, Pattern Recognition, Teaching Methods, Word Problems (Mathematics)

Learning activities and questioning skills that teachers in Tasmania can use to determine a child's mathematics understanding are presented. Covered topics include division, multiplication, subtraction, addition, sorting and classification, one-to-one correspondence, patterns, ordering, and counting. Included for each topic are the aim, needed materials, an initial activity, observations and further activities and suggestions for observations. Questions that can be used to assess learning are included in the last two sections. (KR)

ED 331 706 SE 051 972
O'Brien, Francis J., Jr.

A Derivation of the Limits of the Sample Multivariate Correlation Coefficient.

Pub Date—Mar 91
Note—18p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algebra, *College Mathematics, *Correlation, Higher Education, Learning Activities, Mathematical Applications, Mathematics Education, *Multivariate Analysis, *Problem Solving, *Proof (Mathematics), *Statistics

This paper is the sixth in a series designed to supplement the statistics training of students. The intended audience is social science undergraduate and graduate students studying applied statistics. The purpose of the applied statistics monographs is to provide selected proofs and derivations of important relationships or formulas that students do not find available and/or comprehensible in journals, textbooks and similar sources. Derived is the theoretical limits of the sample multivariate (or multiple) correlation of one criterion (dependent variable) and any (finite) number of predictors (independent variables). The proof given in this paper involves deriving the individual terms of R. The lower limit and upper limit of R are derived separately. (KR)

ED 331 707 SE 051 976
Shively, Patti J. And Others

Planet Patrol. An Educational Unit on Solid Waste Solutions for Grades 4-6.

Procter and Gamble Educational Services, Cincinnati, OH.

Pub Date—Aug 90
Note—31p.

Available from—Procter & Gamble Educational

Services, 1 Procter & Gamble Plaza, Cincinnati, OH 45202.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Conservation (Environment), *Elementary School Science, *Environmental Education, Hazardous Materials, Interdisciplinary Approach, Intermediate Grades, Mathematics Education, Recycling, Resource Materials, *Science Activities, Science Education, *Solid Wastes, Teaching Guides, *Waste Disposal

This educational unit on solid waste solutions is intended to convey to students an understanding of the four methods of solid waste handling, in priority order, as recommended by the Environmental Protection Agency: (1) reduction in the volume of waste produced; (2) recycling and composting; (3) waste combustion, i.e., incineration of waste; and (4) sanitary landfilling. Students learn about demonstrating responsible buying decisions, practicing resource and energy conservation, and supporting integrated solid waste management, especially source reduction and recycling. The multi-disciplinary lessons and activities in this guide were designed to enhance and reinforce students' skills in vocabulary building, oral and written communication, research and data collection, charting and graphing, critical thinking, organization, problem-solving and cooperative learning, and citizenship. Materials include a Planet Patrol wall chart (not reproducible here), teacher's lesson guide, student worksheets, parent take-home, and overhead visuals. The topics of the four lessons are sanitary landfills, source reduction, recycling and composting, and waste-to-energy incineration. Each lesson contains the concepts (e.g., source reduction means less garbage), a brief vocabulary list, list of materials needed (e.g., student worksheet, scale, etc.), background information and classroom activities. A list of 14 sources of more information or free/low-cost materials is appended. (KR)

ED 331 708 SE 051 987
O'Brien, Judith A. Tracy, Dyanne M.

The Effects of Female Mathematician Role Models on Eighth- and Ninth-Grade First-Year Algebra Students.

Pub Date—91
Note—23p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algebra, *Career Choice, Career Education, *Females, *Mathematicians, *Mathematics Education, Program Descriptions, *Role Models, *Student Attitudes

Identifiers—Occupational Stereotypes

In the United States female and male students supposedly have the same educational opportunities. Females continue to score below male students on the mathematics portions of standardized tests and less frequently choose mathematics-oriented careers. In this experimental study (n=95), 47 first-year algebra students participated in a month-long Specialized Supplementary Curriculum Component (SSCC). The SSCC included exposure to three female speakers who used mathematics in their careers and four lectures with follow-up activities about historical female mathematicians. Data for the control group (n=48) and the experimental group (n=47) were analyzed using one-tailed t-tests. Results indicated that students' attitudes toward careers in mathematics and the personal importance of mathematics were significantly improved. Students' attitudes also reflected less stereotyping of mathematics as a male domain. (Author)

ED 331 709 SE 051 992
The Scrap Map: An Environmental Publication for Grades K-6.

Institute of Scrap Recycling Industries, Inc., Washington, DC.

Pub Date—[Oct 90]

Note—52p.; The oversize "scrap map" and bulletin board poster are not reproduced here.

Available from—Publications Order Department, Institute of Scrap Recycling Industries, Inc., 1627 "K" Street, NW, Washington, DC 20006-1704 (\$5.00 for the complete set. Student copy \$15.00 for 30 copies; \$25.00 for 50 copies. Single copies of the Scrap Map only are available free of charge).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary

School Science, Environmental Education, Metals, Paper (Material), Pollution, *Recycling, *Science and Society, Science Curriculum, *Science Materials, *Solid Wastes, Teaching Guides

This document contains materials for a 10-day teaching unit on solid waste recycling for grades K-6. Included are: (1) "The Scrap Map," which shows recycling cycles for metals and paper, and a cryptic word puzzle; (2) three pamphlets on recycling paper, nonferrous scrap metals, and scrap iron and steel; (3) a list of the chapters of the Institute of Scrap Recycling Industries, Inc.; (4) a booklet of background information; (5) bulletin board materials; and (6) "The Scrap Map Teaching Guide," which contains ideas for ten days of activities, extension activities and a teacher's glossary. (CW)

ED 331 710 SE 051 995
Safe Planet. The Guide to Environmental Film and Video.

Media Network, New York, NY.

Pub Date—90
Note—45p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acid Rain, Agriculture, Air Pollution, *Conservation (Environment), Environmental Education, *Films, Global Approach, Hazardous Materials, Nuclear Energy, Recycling, Resource Materials, Science and Society, Science Materials, Technology, *Videotape Cassettes, Wastes, Water Pollution

Identifiers—*Tropical Rainforests

Innovative and incisive films and videotapes exist which address the issues of toxic waste, agricultural pollutants, land and water use, energy production, and other important environmental topics. They provide in-depth analyses, alternative points of view, and specific suggestions for what ordinary citizens can do to help stop environmental deterioration. Media Network's computerized information Center lists over 4,000 films, videotapes, and slide-shows on social issues, extensively cross-referenced with descriptions, running times, costs, and distribution information. The films and videotapes listed in this guide represent a richly textured selection of the best available productions chosen from over 500 considered for inclusion. The subjects covered are: (1) "Agriculture and Food"; (2) "Air Pollution and Acid Rain"; (3) "Alternative Technology"; (4) "Energy"; (5) "Garbage and Recycling"; (6) "Global Crises"; (7) "Hazardous Waste and Toxics"; (8) "Indigenous Peoples"; (9) "Land Use"; (10) "Nuclear Energy and Radioactive Waste"; (11) "Organizing"; (12) "Rainforests"; (13) "Threatened Species"; (14) "Water"; and (15) "Workplace Hazards." Each entry in the guide includes the title, producer or director, length, year it was released, an evaluative description on the distributor, the cost for renting or buying, and the format (e.g., film and videotape). An alphabetical index, audience index, subject index, and a listing of distributors are appended. (KR)

ED 331 711 SE 051 996
Corson, Walter H., Ed.

The Global Ecology Handbook: What You Can Do about the Environmental Crisis.

Global Tomorrow Coalition, Washington, DC.
Report No.—ISBN-0-8070-8501-4

Pub Date—90
Note—450p.

Available from—Beacon Press, 25 Beacon Street, Boston, MA 02108 (\$16.95 paperback; \$35.00 hardcopy).

Pub Type—Guides - Non-Classroom (055)
Document Not Available from EDRS.

Descriptors—Agriculture, Climate, *Conservation (Environment), *Ecology, Environmental Education, *Global Approach, Hazardous Materials, Minerals, *Natural Resources, Population Growth, Resource Materials, Science and Society, Wastes, Water, Water Pollution

Identifiers—*Tropical Rainforests

There is ample evidence of the seriousness of the world's population, resource, and environmental problems—poverty and hunger, deforestation and species loss, soil erosion and desertification, air and water pollution, acid precipitation and ozone layer depletion, as well as the greenhouse effect and climate change. This handbook was prepared as a stimulus to action. A first step toward action is a better understanding of the complex interrelationships among major global problems and some of their potential solutions. A major theme of this book is that

the issues covered are highly interdependent, therefore a topic that receives major coverage in one chapter may also be discussed in other chapters. This handbook provides basic facts about global population, resource, and environmental problems, demonstrates how these problems affect the lives of citizens of the United States and other countries, cites successful efforts to alleviate the problems, proposes alternative solutions based on the best information available, suggests how individuals and groups can participate in achieving solutions, and gives sources of further information and assistance. The issues covered in this handbook include: (1) foresight capability; (2) population growth; (3) development and environment; (4) food and agriculture; (5) biological diversity; (6) tropical forests; (7) ocean and coastal resources; (8) fresh water; (9) nonfuel minerals; (10) air, atmosphere, and climate; (11) hazardous substances; (12) solid waste management; and (13) global security. Each chapter provides specific suggestions of "What You Can Do," and each chapter concludes with a "Further Information" section listing books, articles, periodicals, audiovisual materials, and teaching aids related to the chapter. Chapter 17, entitled "What You Can Do," contains sections on "Starting with Education" and "Work with Colleges and Universities." The appendix lists names and addresses of organizations and suppliers of audiovisual materials that are referred to in the chapters. (KR)

ED 331 712 SE 051 997

Mukunda, Kamala, V. Hall, Vernon C.
Individual Differences in Quantitative Inferencing
Ability and Mathematical Ability.

Pub Date—90

Note—12p; Paper presented at the Annual Conference of the American Psychological Association (98th, Boston, MA, August, 1990).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Computation, Elementary Education, *Estimation (Mathematics), Females, Grade 2, Grade 4, *Individual Differences, *Inferences, Mathematics Achievement, Mathematics Education, Mathematics Skills, *Problem Solving, *Word Problems (Mathematics)

Two tasks were developed to assess second and fourth grade girls' ability to generate quantitative inferences and estimate answers to math word problems. The generation of quantitative inferences is thought to constitute problem representation, and the ability to estimate answers to word problems is facilitated by the presence of an accurate problem representation. It was hypothesized that individual differences in these abilities would be related to mathematics achievement. Twenty second and 20 fourth graders were individually administered simple computation sums and two tasks designed to measure the ability to generate and use quantitative inferences. The Mean Retention Task (MRT) required children to generate a quantitative relational inference and retain it in memory. The Math Inference Task (MIT) consisted of word problems with several alternate answers. The child was required to generate a quantitative inference and use it to choose only those answers that were possibly correct. Fourth graders did better than second graders on computation and the MIT, but there was no difference between grades on the MRT. Performance on the MIT and the MRT was significantly correlated with scores on standardized math achievement tests in fourth grade only. Computation scores were a factor in determining mathematical problem solving ability in second grade only. Finally, MIT and MRT were significantly correlated with each other in both grades. (Author)

ED 331 713 SE 052 001

Schneider, Joel And Others
Square One TV—Content Analysis and Show Run-downs through Season Three.

Children's Television Workshop, New York, N.Y.
Pub Date—9 Feb 90

Note—86p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Content Analysis, Educational Objectives, *Educational Television, *Mathematics Education, *Problem Solving, *Programming (Broadcast), Student Attitudes
Identifiers—*Square One TV

This report summarizes the mathematical and pedagogical content of the Square One TV library (155 programs) after three seasons of production,

relating that content to the three goals of the television series. It also provides a rundown of the shows, with a complete specification of each segment's show number, content, description, format, length, and other information. The goals of the series are: (1) to promote positive attitudes toward, and enthusiasm for, mathematics; (2) to encourage the use and application of problem solving processes; and (3) to present sound mathematical content in an interesting, accessible, and meaningful manner. A complete statement of goals, a list of the 155 Square One TV shows with emphases, and further detail of the analysis of segments according to goals 2 and 3 are appended. (KR)

ED 331 714

SE 052 004

Dean, Lillian F.

Household Hazardous Materials and Their Labels:

A Reference for Teachers.

East Michigan Environmental Action Council, Birmingham.

Pub Date—Dec 89

Note—30p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Environmental Education, Groundwater, *Hazardous Materials, Interdisciplinary Approach, *Pollution, Resource Materials, *Science Activities, Student Projects, *Waste Disposal, *Wastes Identifiers—*Household Products

Household hazardous materials are products or wastes which are toxic, corrosive, reactive, and/or ignitable. Although common products such as pesticides, oils, gasoline, solvents, cleaners, and polishes are hazardous, students and adults are not always aware of potential dangers. This sourcebook contains definitions and examples of household hazardous materials, includes information about pesticide and chemical product labels, and presents classroom projects and worksheets which may be used with a variety of curricula. A discussion of automotive products, household cleaners and polishes, paints and solvents, hobby and art supplies, pesticides and herbicides, personal and health care products, aerosol sprays, and alcohol, tobacco, and plants is included. (KR)

ED 331 715

SE 052 011

Roberts, Patricia L.

Counting Books Are More than Numbers: An Annotated Action Bibliography.

Report No.—ISBN-0-208-02216-3

Pub Date—90

Note—276p.

Available from—The Shoe String Press, Inc., 925 Sherman Avenue, Hamden, CT 06514 (\$32.50; 40% discount for two or more copies).

Pub Type—Reference Materials—Bibliographies (131)—Books (010)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—Annotated Bibliographies, *Childrens Literature, *Computation, Concept Formation, Elementary Education, Learning Activities, Manipulative Materials, *Numbers, *Problem Solving, *Reading Materials

Counting books offer children the time and the tools to develop the understanding needed to solve problems. Stimulated by these books, children may use mathematical language and talk about mathematics as they get involved with materials to move and manipulate, as they use supportive aids found in illustrations, and as they interact with materials to extend certain concepts. Counting books are enriching, reusable, and individualized number presentations. This annotated bibliography offers opportunities for teachers, parents, or other adults to introduce aspects of mathematics to a young girl or boy. The chapters "Counting Books Are More than Numbers" and "What Specialists Say about Counting Books" provides a discussion about the value and use of counting books. The bibliography includes more than 350 counting books selected by researching standard review materials in the field of literature for children, noting published recommendations about counting books from specialists in the field, and first-hand examination. Entries within each section are entered by author and each entry contains the title, publisher, date, presence of illustrations, grade/interest levels, features, and a one-paragraph description of the content. References and an index with titles, authors, and illustrators are included. The bibliography is divided into the following sections: (1) "ABC and 123"; (2) "Rhymes" (counting and counting out, humor and nonsense, learning, and singing); (3) Collections of

Related Objects and Stories" (e.g., animals and insects, carnivals, countries, monsters, mysteries, etc.); and (4) "Collections of Unrelated Objects" (counting fewer than ten, up to ten and greater than ten). (KR)

ED 331 716

SE 052 014

Environment: A Learning Resource.

Tasmanian Education Dept., Hobart (Australia).

Report No.—ISBN-0-7246-1381-1

Pub Date—87

Note—69p; Contains some colored photographs which may not reproduce well.

Available from—The Marketing Officer, Department of Education and the Arts, 71 Letitia Street, North Hobart, Tasmania, Australia 7000 (\$22.00—Australian dollars).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Community Involvement, *Conservation (Environment), Elementary Education, *Environmental Education, *Fieldtrips, Foreign Countries, Resource Materials, *Science Activities, Science Education, Teaching Methods
Identifiers—*Australia (Tasmania)

The aim of this document is to give teachers in Tasmania an understanding of the importance and usefulness of the environment as a learning resource both as an immediate stimulus for learning and for the long term process of forming sound community values. The document provides schools with a basis for the development of environmental resources and gives direction to teachers for using a wide range of first hand experiences in their local environments and beyond. School buildings, grounds, the community, the region and the world become extensions of the classroom when the environment is incorporated into the learning program. Provided is an Idea Bank which includes the following sections: (1) "Using the Schoolgrounds"; (2) "Some Teaching Strategies and Starting Points"; (3) "Organizing With Trails"; (4) "A Checklist for Going Out"; (5) "Sample School Policy"; (6) "Environmental Code"; (7) "Dressed to Survive"; (8) "Establishing an Information File"; (9) "Residential Experience"; and (10) "References". The reference material is listed under headings of books with practical ideas and activities, books for getting organized in the environment, useful reference books for flora, and useful reference books for fauna. (KR)

ED 331 717

SE 052 015

Niaz, Mansoor Robinson, William R.

Teaching Algorithmic Problem Solving or Conceptual Understanding: Role of Developmental Level, Mental Capacity, and Cognitive Style.

Pub Date—Apr 91

Note—32p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Algorithms, *Chemistry, *Cognitive Development, *Cognitive Style, *Concept Formation, Higher Education, *Problem Solving, Science Instruction

It has been shown previously that many students solve chemistry problems using only algorithmic strategies and do not understand the chemical concepts on which the problems are based. It is plausible to suggest that if the information is presented in differing formats the cognitive demand of a problem changes. The main objective of this study (involving 62 students in a chemistry course at Purdue University, Indiana) is to investigate the degree to which cognitive variables, such as developmental level, mental capacity, and disembedding ability explain student performance on problems which: (1) could be addressed by algorithms; or (2) require conceptual understanding. All conceptual problems used in this study were based on a figurative format. The results obtained show that in all four problems requiring algorithmic strategies, developmental level of the students is the best predictor of success. This could be attributed to the fact that these are basically computational problems, requiring mathematical transformations. Although all three problems requiring conceptual understanding had an important aspect in common (the figurative format), yet in all three the best predictor of success is a different cognitive variable. It was concluded that: (1) the ability to solve computational problems (based on algorithms) is not the major factor in predicting success in solving problems that require conceptual un-

derstanding; (2) solving problems based on algorithmic strategies requires formal operational reasoning to a certain degree; and (3) student difficulty in solving problems that require conceptual understanding could be attributed to different cognitive variables. (32 references) (Author/KR)

ED 331 718 SE 052 016

Cummins, Catherine L. Wandersee, James H.
An Analysis of the Effectiveness of an Interdisciplinary Poster-Newsletter in Improving Communication between University Scientists and Science Educators.

Pub Date—91

Note—28p.; A paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, Graduate Students, Higher Education, *Information Dissemination, *Information Utilization, *Interdisciplinary Approach, *Newsletters, *Researchers, Research Universities, Science Education, *Science Teachers, Use Studies

Identifiers—*Science Talk (Newsletter)

A poster-newsletter, "Science Talk," was developed and its effectiveness as a major research university analyzed. The goal of the newsletter was to make information regarding upcoming research seminars sponsored by the science departments available campuswide and to raise the scientists' awareness level regarding the university's science education program. A readership questionnaire was attached to 150 copies of the newsletter and distributed to a stratified random sample consisting of heads of university science units, graduate students and professors in the sciences. The findings indicated that the section most frequently read first by all groups was the seminar schedule. All groups made use of the information the newsletter provided. Although all groups reported that they became more aware of research activity outside their own department, the effect on the professors was greatest. All groups demonstrated that their awareness of the science education program had increased. The consensus of each group was that good science teaching is not valued very highly at the university level. Other sets of information also used to evaluate the effectiveness of the newsletter included: anecdotal information from the groups concerning the usefulness; number of campus units asking for inclusion in the newsletter increased; and an increase in interdepartmental collaboration on university science instruction projects. This research shows that a poster-newsletter can be very effective in sharing information vital to both scientists and science educators. (Author/CRW)

ED 331 719 SE 052 017

Marshall, James E.

Construct Validity of Multiple-choice and Performance-based Assessments of Basic Science Process Skills: A Multitrait-Multimethod Analysis

Pub Date—91

Note—14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Construct Validity, Educational Assessment, Formative Evaluation, Grade 7, Junior High Schools, Middle Schools, *Multiple Choice Tests, *Multitrait Multimethod Techniques, *Performance Tests, *Process Education, *Science Tests, Skill Development

Identifiers—*Test of Basic Process Skills in Science
Science process skills are described as a set of broadly transferable abilities, appropriate to all of the science disciplines and reflective of the true behavior of scientists. While science process skills have gained wide acceptance as an integral part of the science curricula, the development of valid and reliable instruments to assess those skills has lagged behind. The purpose of this study was to gather evidence of the construct validity of the multiple-choice and performance-based versions of the Test of Basic Process Skills in Science (BAPS), the only research instrument designed to measure all of the most widely accepted basic science process skills for elementary and middle school students. A multitrait-multimethod construct validation technique

was used to gather evidence of the convergent and discriminant validity of the BAPS tests. The BAPS multiple-choice test and the BAPS station test, a performance-based instrument, were used to measure the trait of interest. The Test of Logical Thinking (TOLT) and the Bending Rods (RODS) Piagetian manipulative task were used to measure the discriminant trait, science reasoning ability. The four instruments were administered to a sample of 151 seventh grade students from a west Florida school district. The results indicated strong support for the convergent and discriminant validity of the BAPS instrument. Considerable evidence of the construct validity of the BAPS tests can be inferred from this study. (Author/KR)

ED 331 720 SE 052 024

Gess-Newsome, Julie Lederman, Norman G.
Preservice Biology Teachers' Subject Matter Structures and Their Relationship to the Act of Teaching.

Pub Date—91

Note—37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biology, *Cognitive Structures, Higher Education, Inservice Teacher Education, Interviews, *Preservice Teacher Education, Qualitative Research, Questionnaires, Science Education, Secondary Education, Secondary School Science

Identifiers—Concept Mapping

Ten preservice biology teachers were followed through the final year of their preservice education to assess the content and stability of their knowledge structures of biology. A questionnaire asking the subjects to list the topics which make up biology and to diagram these topics in relation to one another was completed three times during the Fall Term. The questionnaire was completed again in the Spring Term during student teaching and was followed by an interview. Qualitative analysis of the data attempted to derive any evident patterns among and within the preservice teachers' stated subject matter structures. The data suggest that preservice teachers' knowledge structures of biology are extremely fragile and are influenced by the opportunity to think about teaching subject matter. Teaching, and courses specifically related to science teaching, provided integrating themes for the perception of isolated biology topics created by college science coursework. These results suggest that courses in science education may be the natural and most effective location for initial reflection on the integrating themes of science, but that the translation of such understandings may not be realistic for the novice teacher who gives priority to planning and classroom management. Since many of the new reforms in science education depend on the incorporation of integrating themes, inservice programs may be critical to foster teachers' reflections on subject matter structure and its translation to science instruction. (Author)

ED 331 721 SE 052 031

Edwards, Ronald R. Cook, Wanda D.

Problem Solving through Critical Thinking, Grades 5-8.

Report No.—ISBN-0-938587-13-7

Pub Date—90

Note—60p.

Available from—Cuisenaire Company of America, Inc., 12 Church Street, Box D, New Rochelle, NY 10802 (\$7.50).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Communication Skills, Computation, *Critical Thinking, Curriculum Guides, Elementary School Mathematics, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Mathematics Education, Middle Schools, *Problem Solving, Reading Skills, Statistics, *Thinking Skills

Identifiers—*NCTM Curriculum and Evaluation Standards

This book was written to provide the teacher with a collection of problems that address the Standards set forth by the National Council of Teachers of Mathematics (NCTM). The primary goal of this book is to help develop these skills for middle school and junior high school students through the application of critical reading and critical thinking. The text

contains 18 non-routine problem-solving activities. Each activity calls upon students to use not only traditional computational and problem-solving skills, but also a variety of reasoning and communication skills. The activities are grouped in pairs. Each pair offers two problems which stress similar thinking and reading skills and can be solved by similar problem-solving techniques. The second activity in each pair offers a new problem situation which is more complex than the first and extends the skills being developed. A Skills Chart identifies the major skill areas used in solving each of the activities. The types of activities include: (1) deductive reasoning; (2) scheduling; (3) computational; (4) trial and error permutations; (5) sequencing; (6) ranking non-quantified data; (7) statistical; and (8) inferential reading. The Teacher Information section includes the skills, possible modes of instruction, a description of the preparation, different ways to solve the problem, and the solution. (KR)

ED 331 722 SE 052 034

Sinclair, Anne Good, Ronald

Effects of Prediction Activities on Instructional Outcomes in High School Genetics.

Pub Date—91

Note—38p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Critical Thinking, *Genetics, High Schools, Motivation, *Prediction, *Problem Solving, Science Instruction, *Secondary School Science, Thinking Skills

The overall purpose of this research project was to examine the effects of prediction activities on instructional outcomes in a high school genetics unit. The researcher-developed prediction activities were designed to stimulate student interest and critical thinking prior to formal instruction on the concepts. Enhanced levels of classroom discussion and interaction, higher achievement motivation, positive attitudes toward science, and greater mastery of genetics concepts were identified as the areas of effectiveness being evaluated. Although the quantitative analyses showed no differences between the experimental and control groups, there were apparent qualitative differences. Students in the experimental treatment classes were described as displaying higher levels of interest and participation in the lesson. They were depicted as asking more thoughtful questions, and responding with interest to the challenges presented them while making and defending their predictions. (Author)

ED 331 723 SE 052 037

Vernile, Lucy Monteiro, Roberto Alves

Another Pair of Eyes: On The Reflectiveness of the Ethnographic Observation of a Science Teacher.

Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio; National Science Foundation, Washington, D.C.

Pub Date—91

Note—12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ethnography, Junior High Schools, Qualitative Research, Science Education, *Science Teachers, *Teacher Attitudes, *Teacher Characteristics, *Teaching Methods

Identifiers—Toledo Support Teachers Program OH
As part of a major effort towards the documentation of teachers' roles, in a project (Toledo Support Teachers Program) aimed towards their restructuring, one female science teacher was observed using ethnographic techniques while performing her daily work as a teacher, department head, support teacher during the winter and spring of 1989. The technique used is called "shadowing a g," since both the observer and the subject were together for a long time each day. Jointly written by the observer and the teacher, this paper attempts to analyze the technique both as a research tool and as a medium for the teacher's critical examination of her practices. The paper addresses in detail the description of the technique used, the teacher's reaction to the observation, and post-observation effects on the teacher's practices. (Author/CRW)

ED 331 724 SE 052 049

Richards, David B.
Blueprint for a Better World...A Book That Introduces a New, Simpler, Comprehensive Method of Understanding Our Environment. Rough Draft.
 Pub Date—25 Jul 90
 Note—48p.

Available from—Tri-City Engravers, 3851 South Street, Union City, CA 94587.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Activism, *Environmental Education, *Evaluation Methods, *Futures (of Society), *Global Approach, Science and Society
 Identifiers—*Computer Analysis, *Environmental Action, Environmental Problems

The world is growing technologically at a rapid pace and people's understanding of these new technological advances and their effects upon the world and its various populations and environments must keep up the pace. Technological advances bring with them ever greater potential problems for humanity and for the world environment. The complications brought about by technological advances are subtle and hard to understand. The goal of this book is to introduce a simple and understandable method for analyzing these overwhelmingly numerous and complex considerations that governments, activists, industry, and citizens can easily put into practice. Chapters include: (1) "The Specialist," which discusses the value of generalized understanding of problems; (2) "The Couch Potato," which discusses the dangers of laziness and apathy; (3) "The Ozone Layer," which provides an example of the interaction of laziness and over specialization in the context of an environmental problem; (4) "Social Costs" (costs incurred when one person or entity negatively affects another without compensating that person or entity for losses which result from their actions); (5) "The Method, In Brief" (a six step method for analyzing proposed changes and calculating possible effects using a computer); and (6) "Conclusions." (CW)

ED 331 725 SE 052 051

Black, Carolyn Bicknell Crawley, Frank E.
Student and Parental Message Effects on Urban Hispanic-American Students' Intention to Enroll in High School Chemistry.
 Pub Date—91

Note—27p.
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chemistry, *Elective Courses, *Enrollment Influences, *High Schools, *Hispanic Americans, *Minority Groups, *Parent Student Relationship, *Science Education, *Secondary School Science, *Urban Youth
 Identifiers—*Behavioral Intention

This research examined the effects of belief-based messages on the intentions of ninth and tenth grade, Hispanic-American students to enroll in their first elective science course at the pre-college level, chemistry. The design of the study was guided by the theory of planned behavior (Ajzen, 1989) and the Elaboration Likelihood Model of persuasion (Petty & Cacioppo, 1986). Using a posttest, control-group design, messages containing students' salient beliefs about chemistry enrollment were presented to two experimental groups: (1) students and their parents/guardians; and (2) students only. Results revealed no differences in outcomes between the "student-only" message and control groups. On the other hand, students in the "student and parent/guardian" message group surpassed "control" group students on: (1) behavioral intention ($p = .0095$); (2) subjective norm ($p = .0012$); and (3) perceived behavioral control ($p = .0263$). The relative contributions of the three model variables to the prediction of Hispanic-American students' intention to enroll in chemistry also are reported. (Author)

ED 331 726 SE 052 052

Making Mathematics Work for Minorities. Framework for a National Action Plan 1990-2000. Report of a Convocation.

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

Pub Date—90

Note—28p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Improvement, Elementary Secondary Education, Government Role, *Mathematics Education, *Minority Groups, *Organizations (Groups), Parents
 Identifiers—*Alliance to Involve Minorities in Mathematics

This document outlines a national action plan designed to make mathematics work for minorities. It is a result of the completion of Phase I of a project by the Mathematical Sciences Education Board (MSEB). The outline is a reflection of the collective wisdom and deliberations of some 1200 persons representative of nine groups (schools, higher education, professional organizations, communities and parental organizations, business and industry, government and the media) at six regional meetings and at the national convocation held on May 3 and 4, 1990. The framework forms the basis for what is hoped to be a decade-long series of actions undertaken by the Alliance to Involve Minorities in Mathematics. The following issues are discussed: (1) the high priority on mathematics education; (2) barriers to minority achievement; and (3) the roles that should be played by schools, higher education, professional organizations, parents and community groups, the media, business and industry, and government. Included is a list of National Convocation presenters and participants. (CW)

ED 331 727 SE 052 097

Pasul, Nancy Martin, Margery
Helping Your Child Learn Science.

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

Pub Date—Jun 91

Note—68p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Elementary School Science, Experiential Learning, *Field Trips, Parent Child Relationship, *Parents as Teachers, Preschool Education, Resource Materials, *Science Activities, Science Education, *Scientific Concepts, Scientific Literacy
 Identifiers—Aquariums

This book provides examples of a few simple activities that parents can do with their children. Being "scientific" is defined as being curious, observing, asking how things happen, and learning how to find the answers. This book suggests ways parents can interest their children from about 3 to 10 years of age in science. Included are (1) some basic information about science; (2) a sampling of activities for children to do in both the home and the community; and (3) an appendix with practical tips on how to encourage schools to develop good science programs, a brief description of nine scientific concepts, and a list of recommended science books and magazines. Activities in the home cover the topics of inertia, momentum, surface tension, bubbles, insects, buoyancy, lubricants, capillary action, adhesives, measurement, static electricity, molds, photosynthesis, crystals, chemical reactions, and television shows. Activities in the community include trips to zoos, museums, planetariums, aquariums, and farms (along with each trip are suggested activities). (KR)

SO

ED 331 728 SO 019 189

Instrumental Music: Wind and Percussion. Arkansas Public School Course Content Guide.

Arkansas State Dept. of Education, Little Rock.

Pub Date—[88]

Note—74p.; For a related document, see SO 019 191.

Available from—Arkansas State Department of Education, Federal Building, 700 West Capital Street, Little Rock, AR 72201.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, *Course Descriptions, Curriculum Development, Musical Instruments, *Music Education, *Music Techniques, Secondary Education, Skill Development, State Curriculum Guides, Student Educational Objectives

Identifiers—Arkansas, *Instrumental Music, Percussion Instruments, Wind Instruments

Developed by music teachers, curriculum specialists, and Arkansas Department of Education personnel, this course content guide is designed to provide a basis for improving student skills with wind and percussion instruments. Developed on six levels, each level corresponds to one year of instruction and consists of basic skills for developing competencies in melody, rhythm, harmony, form, dynamics, tempo, and timbre. Outcomes are identified as skills, listed under each of the elements in three categories—basic skills, developmental skills, and extensions. (DB)

ED 331 729 SO 019 190

Social Studies. Arkansas Public School Course Content Guide.

Arkansas State Dept. of Education, Little Rock.

Pub Date—[88]

Note—10p.

Available from—Arkansas State Department of Education, Federal Building, 700 West Capital Street, Little Rock, AR 72201.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil War (United States), *Course Content, Course Descriptions, *Geography Instruction, Grade 7, Grade 8, *History Instruction, Secondary Education, Skill Development, *Social Studies, State Curriculum Guides, Student Educational Objectives, *United States History
 Identifiers—Arkansas, United States Constitution

This content guide is designed for a seventh-grade geography course and an eighth-grade United States History course. Each course section is divided by the three levels of skills to be developed: basic skills, developmental skills, and extensions. The geography course features economic geography, cultural-regional geography, map skills, and study skills. The U.S. history course focuses on exploration of the new world, settlement, forming the new nation, the Constitution, post-Revolutionary expansion, and the Civil War. (DB)

ED 331 730 SO 019 191

Music. Arkansas Public School Course Content Guide.

Arkansas State Dept. of Education, Little Rock.

Pub Date—[88]

Note—28p.; For a related document, see SO 019 189.

Available from—Arkansas State Department of Education Federal Building, 700 West Capital Street, Little Rock, AR 72201.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Course Descriptions, Grade 7, Grade 8, Junior High Schools, Music Activities, *Music Education, *Music Techniques, Skill Development, State Curriculum Guides, Student Educational Objectives
 Identifiers—Arkansas

This document is a guide that maps student progress in a seventh- or eighth-grade general music class. Growth is based on music concepts learned through singing, listening, playing, and reading. Concepts to be learned include melody, rhythm, harmony, form/style, and expressive qualities. Skills to be developed around each concept fall into three categories: basic, developmental, and extensions. For maximum exposure in the shortest period of time, the guide is designed to introduce skills as follows: 9 weeks—all skills under basic; one semester—all skills under basic and developmental; two semesters—all skills under basic, developmental, and extensions. (DB)

ED 331 731 SO 019 722

Guenther, John

Our Living Community: Community Studies through the Daily Newspaper.

American Newspaper Publishers Association Foundation, Washington, D.C.

Pub Date—80

Note—186p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Citizenship Education, *Community Characteristics, Community Problems, *Community Study, Curriculum Guides, Decision Making Skills, Elementary Secondary Education, Instructional Materials, Learning Activities, Local History, *Newspapers, Problem Solving, Social Studies, Values Education

This document presents a program designed to provide students with a comprehensive and interesting way to study their community. Although developed for secondary students, the program activities, with slight modification, should be equally successful with intermediate-level students. Using the community as the area to be studied, a major focus of the program, is on values clarification, problem-solving, and decision-making skills. The program is divided into four sections: (1) The General Scene; (2) The Social/Political Scene; (3) The Economic Scene; and (4) The Local Scene. A variety of activities has been developed for each part of the program except part four, The Local Scene, for which the teacher is expected to produce activities about the local community. The program consists of a set of objectives and related activities. Two activities are provided on each sheet. Appendices list supplemental activities and assessment possibilities. (DB)

ED 331 732 SO 020 034

Proyecto Principal de Educacion en America Latina y El Caribe. Boletin 15. (Main Project for Education in Latin America and the Caribbean. Bulletin 15).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

Pub Date—Apr 88

Note—127p.

Language—Spanish

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Education, Curriculum Development, Developing Nations, *Educational Development, Educational Finance, Educational Planning, *Educational Policy, Educational Quality, Elementary Secondary Education, Equal Education, Higher Education, Mathematics Instruction, *Multicultural Education, *Nonformal Education, Program Design, Teacher Education

Identifiers—*Caribbean, *Latin America

Countries in Latin America and the Caribbean face severe financial restrictions in educational funding. Responses to these restrictions are complex and require strong experimental efforts and adaptation to distinct and changing national situations. The articles in this bulletin respond to various proposals and situations that illustrate the search for innovative alternatives to provide equal educational opportunities. The articles included are: (1) "New Strategies for the Financing of Education and Training in the Third World" (Sylvain Lourie); (2) "Teaching Mathematics at the Basic Level" (Grecia Galvez; Irene Villarroel); (3) "Essentials for Improving the Quality of Education" (Pedro Lafourcade); (4) "Textbooks in Student Development and Teaching Methodology: Jamaica" (Nancy A. George); and (5) "Support Materials for Teacher Education in Multicultural Bilingual Education" (Massimo Amadio). (NL)

ED 331 733 SO 020 035

Guia Para El Mejoramiento de la Produccion de Materiales Para La Educacion Formal y No Formal. Guías Metodológicas No. 6. (Guide for the Improvement of Production of Educational Materials for Formal and Non-formal Education. Methodology Guide No. 6). Revised Proceedings from the Regional Workshop on Improvement of the Production of Educational Materials on Teaching Population Education: Primary and Secondary Level (Santiago, Chile, May 27-June 5, 1987).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

Pub Date—Aug 88

Note—131p.

Language—Spanish

Pub Type—Reports - Research (143) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum Development, Developing Nations, *Educational Development, Educational Planning, Elementary Secondary Education, Evaluation, Family Life Education, *Family Planning, Futures (of Society), Higher Education, *Instructional Materials, *Nonformal Education, *Population Education, Program Design, Social Studies

Identifiers—*Latin America

RIE SEP 1991

Various educators from Latin and Central America and the Caribbean met to design and produce materials for teaching family life, human sexuality, community life, and environmental studies. They concluded that the materials should meet community standards; help prepare for future change; develop working models for designing effective teaching materials with scarce resources; and provide testing and evaluation as necessary components. Five units were developed including: (1) "The Demands: Discovering Educational Necessities: Preparing On Site Responses"; (2) "Resources: Criteria for Selection and Development of Materials"; (3) "Proposals: Developing Educational Materials: Analyzing the Planning Process. Organization and Administration of Production and Utilization of Materials"; (4) "Promotion and Marketing of Educational Materials"; and (5) "How Can One Recognize Success? Validation of Materials and Processes." The appendices include materials designed for classroom teaching on population education, adolescent pregnancy, and a methodology guide from the regional workshop. (NL)

ED 331 734 SO 020 224

Indice Bibliografico Ciencias de la Educacion. Ano 1988. Volume II No. 1. (Bibliographic Index of the Education Sciences, 1988, Volume II No.1). Centro de Investigacion, Madrid (Spain). Servicio de Documentacion.

Report No.—ISSN-0213-9138

Pub Date—88

Note—140p.

Language—Spanish

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, *Educational Research, *Educational Resources, *Educational Technology, Elementary Secondary Education, Higher Education, Indexes, Information Sources, Instructional Materials, Reference Materials, Research Tools

Published quarterly, this annotated bibliography indexes articles from scholarly Spanish journals, as well as significant foreign journals, considered important in the field of education. References are organized alphabetically according to subject and within each subject by number, author, and content. A users' information description is provided along with the price, address of the publication or publisher, and where photocopies may be obtained. (NL)

ED 331 735 SO 020 617

Conrad, David P.

How Democratic is the Federal Republic? The Remade Political Culture at 40.

Pub Date—Sep 89

Note—35p.; Paper presented at the Conference on the Development of Democracy after World War II in Germany, Europe, and the United States (Duesseldorf, West Germany, September 25-29, 1989).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beliefs, *Democracy, Democratic Values, *European History, Foreign Countries, International Relations, *Modern History, *Political Attitudes, Political Influences, Social Change, Surveys, World War II

Identifiers—*Political Culture, *West Germany

This document examines the definition of democracy and the political attitudes and values of the West German public and implications of these attitudes for future German politics and German-U.S. relations. The stability of postwar democracy in West Germany, it is agreed, is related to changes in the characteristics of the political culture over the last 40 years, and reflects a consensus on democratic values and institutions never before present in German political history. Five reasons for these changes are identified: social structure, policy success, political socialization, absence of a credible alternative, and the postwar international economy. The paper discusses two decades of survey data that examine the political attitudes, social beliefs, and democratic values. One of the surveys asked respondents to describe their concept of an ideal democracy. The results showed between 70 and 90 percent of the West German adult population were supportive of basic democratic institutions, values, and norms. Tables of survey finding are included. (NL)

ED 331 736 SO 020 622

Bricker, David C.

Classroom Life as Civic Education: Individual Achievement and Student Cooperation in Schools. Professional Ethics in Education Series.

Report No.—ISBN-0-8077-2959-0

Pub Date—89

Note—125p.

Available from—Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 (\$21.95).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Citizenship Education, Civics, Classroom Techniques, Cooperation, Cooperative Learning, Democratic Values, *Educational Philosophy, Elementary Secondary Education, Ethics, Liberalism, Philosophy, Political Science, *Political Socialization, *Teacher Attitudes, *Teacher Influence, Teacher Student Relationship, *Teaching Methods

The hidden curriculum of most classrooms actively discourages students from learning both the autonomy and the social virtues that are at the foundation of good citizenship. This book provides ideas on how teachers can foster civic education by expanding opportunities in the classroom for students to collaborate with other students. The teaching styles of five veteran teachers are analyzed in order to understand how they try to instill in students socially dependent individualism. Connections are drawn between a liberal theory of politics and the daily work of teachers as characterized by teachers themselves. These connections are intended to broaden the perspectives of teachers by helping them grasp the philosophical assumptions behind their approaches to fairness to students. Using a liberal theory of people as moral subjects, the argument is made for cooperative learning methods. (DB)

ED 331 737 SO 020 645

Morris-Lipsman, Arlene J.

Notable Women: Grades 4-6.

Report No.—ISBN-0-673-38743-7

Pub Date—90

Note—128p.

Available from—Scott, Foresman and Company, Department GYB, 1900 East Lake Avenue, Glenview, IL 60025 (\$9.95).

Pub Type—Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biographies, Creative Thinking, Critical Thinking, Curriculum Enrichment, *Females, *Feminism, Global Approach, *High Achievement, Instructional Materials, Intermediate Grades, Resource Materials, Resource Units, *Social Studies, Student Educational Objectives, *Success, *Talent, Womens Studies

These lesson plans compose a classroom model to teach about notable women in history. Traditionally, many fields were closed to women and only recently have women made strides in achieving professional careers. Some women, however, succeeded in becoming known throughout the world and became pioneers in their respective fields. The lives and career struggles of 23 successful women are used as the foundation for lessons and models for classroom teaching. Discussion questions are included with each of the individual biographies and each unit encourages students to question and imagine the struggles women encountered. Each segment reinforces key concepts and all activities emphasize critical and creative thinking skills involving written, oral, dramatic and art projects. Students also are asked to complete a chart comparing the lives of the women presented. Included among the 23 biographies are Louisa May Alcott, Benazir Bhutto, Amelia Earhart, Sandra Day O'Connor, Sally Ride, Eleanor Roosevelt, and Harriet Tubman. (NL)

ED 331 738 SO 020 803

U.S. Constitution, 1787-1987. It Has Virginia Written All Over It. Bicentennial Ideas Package (Advance Copy).

Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.

Pub Date—87

Note—86p.; For related documents, see SO 020 814-815.

Pub Type—Reference Materials (130) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Citizenship Education, *Community Programs, *Constitutional History, Constitu-

tional Law, Democratic Values, Educational Resources, Elementary Secondary Education, Learning Activities, Resource Materials, Social Studies, United States History
Identifiers—*Bicentennial, *United States Constitution, Virginia

This resource package contains ideas for local projects to celebrate the 200th anniversary of the United States Constitution. The document includes a bicentennial chronology, a selection of general projects, educational projects, air and print media projects, and fine arts projects. Six appendices feature: (1) Bicentennial Chronology; (2) Delegates to the Virginia Ratifying Convention; (3) Information on Exhibits; (4) Information on the Virginia Court Days Forums and The Jefferson Meetings; (5) Supreme Court Decisions Arising from Virginia Cases; and (6) Educational Programs. An annotated bibliography also is included. Although the Bicentennial of the Constitution has passed, this guide contains resources that might be useful to students, teachers, or citizens interested in learning more about the U.S. Constitution and its history. (DB)

ED 331 739 SO 020 813

Hanson, Russell L. Merriman, W. Richard, Jr.
"To Secure the Blessings of Liberty": Rights and the Constitution. A Guide for Discussion of Constitutional Rights.

Jefferson Foundation, Washington, DC.

Pub Date—89

Note—54p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Citizenship Education, Civil Liberties, Civil Rights, Constitutional History, *Constitutional Law, Democracy, *Discussion (Teaching Technique), *Law Related Education, Laws, Political Issues, Political Science, Public Affairs Education, Teaching Guides

Identifiers—*Bill of Rights, *United States Constitution

Jefferson Meetings on the Constitution are designed to provide a forum in which citizens can make the Constitution more fully their own through discussion of its principles and the way these principles shape the operation of the U.S. system of government. This document is a guide designed to stimulate reasoned discussion of rights and the Constitution. The topic of individual rights is complex, and the guide takes note of this complexity by examining different kinds of rights: the rights of individuals accused of committing a crime, political rights, civil liberties, economic rights, and civil rights. Various Jefferson Meeting formats for a debate about rights using this guide are suggested. In addition to suggested questions to guide discussion on various types of rights, the complete text of the Bill of Rights and subsequent constitutional amendments concerned with rights are reprinted. (DB)

ED 331 740 SO 020 814

U.S. Constitution: It Has Virginia Written All Over It. A Bicentennial Ideas Package for Junior High and High Schools.

Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.

Pub Date—87

Note—129p. For related documents, see SO 020 803 and SO 020 815. Some pages may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Citizenship Education, *Constitutional History, *Constitutional Law, Democratic Values, Educational Resources, Filmographies, Instructional Materials, Interdisciplinary Approach, Learning Activities, Secondary Education, Social Studies, Teaching Methods, United States History

Identifiers—*Bicentennial, *United States Constitution, Virginia

A compilation of diverse lesson plans, project ideas, and resources for teaching the United States Constitution to junior high and senior high school students is presented. The document contains seven sections: (1) Teaching the Constitution: An Interdisciplinary Approach; (2) A Sampling of New Books on the Constitution; (3) Films and Videotapes; (4) Education for Democracy; (5) The Constitution in Braille; (6) Artwork and Bulletin Board Ideas; and (7) Virginia Bicentennial Commission Resources. (DB)

ED 331 741 SO 020 815

U.S. Constitution: It Has Virginia Written All Over It. A Bicentennial Ideas Package for Elementary Schools.

Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.

Pub Date—87

Note—162p. For related documents, see SO 020 803 and SO 020 814.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Citizenship Education, *Constitutional History, *Constitutional Law, Democratic Values, Educational Resources, Elementary Education, *Instructional Materials, Learning Activities, *Social Studies, Teaching Methods, United States History

Identifiers—*Bicentennial, *United States Constitution, Virginia

Developed for elementary students, this compilation of diverse lesson plans, project ideas, and resources is designed to assist teachers in teaching about the United States Constitution. The document includes 10 sections: (1) A Model Bicentennial Program for Elementary Schools; (2) Patriotism Packet of Lesson Plans; (3) A Young Citizen's Guide to the United States Constitution; (4) Lessons and Materials from the National Conference of Christians and Jews—Elementary Grades; (5) Young Citizens of America Materials; (6) Storyviews; (7) Additional Resources for Teaching the Constitution in Elementary Schools; (8) A Bibliography for the Elementary Grades; (9) Artwork and Bulletin Board Ideas; and (10) Virginia Bicentennial Commission Resources. (DB)

ED 331 742 SO 020 833

O'Mahony, Kieran

Geography and Education: Through the Souls of Our Feet.

Pub Date—88

Note—205p.

Available from—Educare Press, P.O. Box 31511, Seattle, WA 98103 (\$24.95).

Pub Type—Information Analyses (070)—Historical Materials (060)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, Comparative Education, Curriculum Development, *Educational History, *Educational Trends, Elementary Secondary Education, Field Instruction, *Geography, *Geography Instruction, *Induction, *Teaching Methods

Identifiers—Great Britain, Ireland, *Pestalozzi (Johann Heinrich)

This book compares the teaching methods of Europe with the United States as related to the development of geography education and the problems of geography education in U.S. schools. The book comprehensively discusses and evaluates the history of geography instruction, tracing that history from the time of the Greeks and examining influences up to the beginning of the 19th century. Featuring the innovative and influential methods of Pestalozzi, a review of how geography was taught in Great Britain and Ireland in the nineteenth and twentieth centuries is outlined. Teaching by the inductive method and discovery by personal observation as advocated by Pestalozzi are strongly recommended. The time is ripe for American classrooms to adopt the ideas that learning geography first hand by actual experience of the environment and by active teaching methods produces positive results. (NL)

ED 331 743 SO 020 856

Walter, James A.

Overload and Boredom: When the Humanities Turn to Noise.

Pub Date—[89]

Note—13p. Paper presented at the Community College Humanities Association Conference (Dayton, Ohio, November 9-11, 1989).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Communication Skills, *Educational Change, Educational Improvement, Educational Objectives, Higher Education, *Humanities, *Humanities Instruction, Learning Theories, *Relevance (Education), Student Alienation, *Student Educational Objectives, Student Experience, Student Needs, *Teacher Effectiveness

Identifiers—Curricular Debate

This paper argues that the current debate over humanities curricula has failed to articulate a vision for humanities education because it has turned on a

liberal/conservative axis. It also contends that educators must stop debating elite versus democratic values or traditional versus contemporary problems in humanities education, and start communicating with students, colleagues, and the rest of the world. Reformers want students to take more humanities courses, but they have forgotten that what portion of the humanities proves viable and enduring depends not upon what is taught but upon what is learned. The question is raised as to how well humanities teachers are communicating their ideas when much of what they teach, students regard as simply noise. In an age in which information accumulates at an alarming pace, meaning lags far behind the information received. It is concluded that humanities teachers must be more concerned with their students needs and the applicability of what they are trying to teach. A 7-item bibliography is included. (DB)

ED 331 744 SO 020 858

Long, Larry W. And Others

Continuous Audience Response Technology and Survey Methods: New Research Methods and an Application.

Pub Date—Sep 89

Note—50p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audience Response, Computer Oriented Programs, *Information Technology, Public Opinion, *Research Methodology, Research Problems, *Research Tools, Sample Size, *Social Science Research, Stimuli, Surveys

Identifiers—*Continuous Audience Response Technology

Speedback is a continuous audience response technology system that was used to test concepts and variable relationships that had been derived earlier from large-sample, survey research methodology. Continuous audience response technologies used computer hardware and customized software to collect subjects' reactions to stimuli, usually videotaped message. Previous researchers have criticized and praised small and large scale research. Those controversies are highlighted, continuous audience response technologies are described, and an alternative research method is proposed. The alternative, continuous audience response technology combined with survey methods, provided advantages inherent in each while overcoming limitations of either approach used independently. As an illustration, the report outlines a combined methods application in an investigation of audience response to several commercials supported by the Independent Insurance Agents of America. Several figures describing results of the research are included. (Author/DB)

ED 331 745 SO 020 905

Chernaw, Dan And Others

Adoption Recommendations of the Curriculum Development and Supplemental Materials Commission to the State Board of Education 1989. California Basic Instructional Materials in Bilingual Language Arts and Visual and Performing Arts—Visual Arts and Music.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0838-1

Pub Date—89

Note—47p.

Available from—Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50).

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Education, *Bilingual Education, Bilingual Instructional Materials, *Board of Education Policy, *Curriculum Development, Educational Change, Educational Policy, Elementary Secondary Education, Instructional Material Evaluation, Instructional Materials, Language Arts, *Music Education, State Boards of Education, State Curriculum Guides, Theater Arts, Visual Arts

Identifiers—California, California State Board of Education

The recommendations presented in this document concern which instructional materials should be adopted in the bilingual language arts and visual and performing arts in the State of California. Each of the instructional programs, both those recommended for adoption and those not recommended, are described at length with the rationale for the

Curriculum Commission's decision articulated. The programs assessed here are designed to be used either in full or in part from the kindergarten through grade eight. The arts education policy statement of the State Board of Education is included, as is a statement entitled "Concepts for Strengthening Arts Education in Schools," published by the American Council for the Arts. A list of resources used in preparing this publication also is included. (DB)

ED 331 746 SO 020 910

Coulter, Andrea M. And Others
Teaching with Current Comparative Data, Graphs, and Maps.

Report No.—ISBN-0-930141-20-2

Pub Date—[88]

Note—27p.; For a related document, see ED 320 811.

Available from—World Eagle, Inc., 64 Washburn Ave, Wellesley, MA 02181 (\$3.95).

Pub Type—Reference Materials - Geographic (133) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Current Events, Elementary Secondary Education, Foreign Countries, Global Approach, *Graphs, Instructional Materials, Learning Modules, Locational Skills (Social Studies), *Maps, *Multicultural Education, Reference Materials, *Social Studies, *Statistical Data, Teaching Methods

This document is a compilation of classroom aids for teachers using statistical data appearing in World Eagle publications. Six teachers and the editors of World Eagle supplied specific examples of materials generated for classroom drills, tests, and assignments. Classroom assignments and documents are designed to teach statistical information through the use of maps, graphs, and charts that are included. One example is a step-by-step explanation of how to draw a pie chart along with a definition of such a chart. An assignment for middle school students on how to interpret a map provides a test to accompany maps used in the classroom. There are also suggestions on how to instruct students to read a table, rank order states, compute a percentage of the total, and identify selected states and countries using blank outline maps. (NL)

ED 331 747 SO 020 926

Hooghoff, Hans

Curriculum Development for Political Education in the Netherlands.

National Inst. for Curriculum Development (SLO), Enschede (Netherlands).

Pub Date—Mar 87

Note—23p.; Paper presented at the International Round Table Conference of Political Socialisation of the Young in East and West (Federal Republic of Germany, March 9-13, 1987).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, *Civics, Core Curriculum, *Curriculum Development, Educational Objectives, Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, International Cooperation, International Relations, Political Socialization, *Politics of Education, Social Problems, *Social Studies, Sociology

Identifiers—Europe (West), *Netherlands, *Political Education

This paper describes social and political education in the Netherlands ("maatschappijleer") since the introduction of the subject in 1968. Points discussed include historical developments, the national curriculum project for "maatschappijleer," goals and content, government educational policy, and the position of East-West relations in the curriculum. Political decisions recently taken in the Netherlands are crucial to the future development of the content and structure of education. This also is true for political education. In other European countries such as England and Scotland, there is a tendency in educational policy towards core curricula, national criteria, grade related criteria, and nationwide tests. This paper concludes with thoughts on the position and significance of East-West relations in the curriculum and suggestions for more international cooperation and coordination. (Author)

ED 331 748 SO 020 962

Sinwell, Joseph P. And Others

National Profile of Diocesan Directors of Religious

RIE SEP 1991

Education.

National Catholic Educational Association, Washington, D.C.; National Conference of Directors of Religious Education, Washington, DC.

Report No.—ISBN-1-55833-039-9

Pub Date—Dec 89

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Qualifications, Administrator Responsibility, *Administrators, *Catholic Educators, Catholics, Elementary Secondary Education, Leadership Qualities, National Surveys, *Religious Education, Standards

Identifiers—*Diocesan Directors of Religious Education, National Catholic Educational Association

Part 1 of this report contains the results of a national survey of Catholic diocesan directors of religious education. Areas covered by the survey include: background information, salary and benefits, directors' responsibilities, directors' views on future issues in religious education, opinions on accomplishments of the past twenty years, and perceptions on effectiveness. Part 2 of the report contains a model job description and qualification requirements for the position of diocesan director. (DB)

ED 331 749 SO 020 967

Brooks, B. David Paull, Robert C.

How To Be Successful in Less Than Ten Minutes a Day.

Thomas Jefferson Research Center, Pasadena, Calif.

Pub Date—84

Note—243p.; For related documents, see SO 020 968-969.

Available from—Thomas Jefferson Research Center, 202 South Lake Avenue, Suite 240, Pasadena, CA 91101.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Class Activities, Educational Change, Educational Environment, Elementary Secondary Education, Ethics, Goal Orientation, Instructional Materials, *Self Concept, *Self Esteem, Social Studies, *Student Attitudes, *Student Development, Student Educational Objectives, *Student Responsibility, *Success, Values Education

This program is designed to teach students the concept of personal responsibility and its relationship to successful behavior. It is based on the assumption that a systematic presentation of the concepts and skills of personal responsibility will improve individual conduct and have a positive effect on school climate. The program is organized into 180 daily lessons associated with the social studies curriculum. Each lesson is taught to the entire class and should take 10 minutes or less. The lessons have been developed for systematic presentation. The introductory lessons build the concepts and awareness of school and classroom codes of behavior. Some of these lessons are followed by enhancement activities that reinforce the skills necessary for success. (DB)

ED 331 750 SO 020 968

Brooks, B. David

Responsibility Skills: Lessons For Success, Elementary School Curriculum.

Thomas Jefferson Research Center, Pasadena, Calif.

Pub Date—87

Note—63p.; Twelve oversize posters illustrating the lesson aphorisms are not reproduced here.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Class Activities, Curriculum Guides, Elementary Education, *Elementary School Curriculum, Instructional Materials, *Self Concept, *Self Esteem, *Skill Development, Social Studies, *Student Attitudes, Student Development, Student Educational Objectives, *Student Responsibility, *Success

This document is designed for elementary school teachers to teach students concepts of personal responsibility. Daily lessons are organized around the following "twelve steps to success": be confident; be responsible; be here; be on time; be friendly; be polite; be prepared; be a listener; be a doer; be a tough worker; be a risk taker; and be a goal setter. Several daily sessions are outlined for each step, each organized into four parts: objective, review, vocabulary,

and lesson. (DB)

ED 331 751 SO 020 969

Brooks, B. David

Success through Accepting Responsibility. Principal's Handbook: Creating a School Climate of Responsibility. Revised Edition.

Thomas Jefferson Research Center, Pasadena, Calif.

Pub Date—89

Note—130p.

Available from—Thomas Jefferson Research Center, 202 South Lake Avenue, Suite 240, Pasadena, CA 91101.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, *Administrator Role, Citizenship Education, *Educational Environment, Educational Planning, Elementary Secondary Education, Ethics, *Principals, School Activities, Self Esteem, Skill Development, Social Responsibility, Social Studies, *Student Educational Objectives, *Student Responsibility, *Success, Values, Vocabulary Development

Success Through Accepting Responsibility (STAR) is primarily a language program, although the values have a relationship to social studies topics. Through language development the words, concepts, and skills of personal responsibility may be taught. This principal's handbook outlines a school-wide systematic approach for building a positive school climate around self-esteem and personal responsibility. Following an introduction, the handbook is organized into eight sections: planning and implementation; kick-off activities; year-long activities; sustaining events and activities; end-of-year activities; parent and community involvement; evaluations and reports; and principal's memos. (DB)

ED 331 752 SO 020 973

Rabinsky, Leatrice B., Ed. Danks, Carol, Ed.

The Holocaust: Prejudice Unleashed.

Ohio Council on Holocaust Education, Columbus;

Ohio State Dept. of Education, Columbus.

Pub Date—89

Note—271p.

Available from—Ohio Department of Education, 933 High Street, Worthington, OH 43085.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Anti Semitism, Apathy, Classroom Techniques, Curriculum Development, *Ethnic Bias, Ethnic Stereotypes, European History, History Instruction, Instructional Films, Instructional Materials, *Jews, Minority Groups, *Modern History, Secondary Education, Social Studies, Student Educational Objectives, Student Projects, Teacher Developed Materials, Teaching Guides, Teaching Methods, Units of Study, World History, World War II

Identifiers—Genocide, *Holocaust, Holocaust Literature

Young people can learn many valuable lessons from studying the Holocaust. They learn of the tragic results of apathy. They learn about tremendous acts of bravery and courage. They learn about the misuse of education by the perpetrators of the Holocaust. Teaching about the Holocaust is vital for educators committed to inspiring new generations to build a world of peace. This document is a 10-day unit that examines the following: the consequences of apathy; the chronology of the Holocaust; the culture of a people; the road to the "Final Solution"; responses to the Holocaust; and the meaning of the Holocaust in today's world. All lesson plans, content materials, classroom strategies, and student projects were assembled by Ohio teachers from their most successful teaching efforts in Holocaust education. Examples of students' poetry in response to their Holocaust studies also are included. (DB)

ED 331 753 SO 021 224

In Pursuit of Useful Knowledge. A Symposium Held on the Occasion of the Governor's Awards for Excellence in the Arts, Humanities and Sciences. (Harrisburg, Pennsylvania, May 3, 1988).

Pennsylvania State Governor's Office, Harrisburg.

Pub Date—3 May 88

Note—20p.

Pub Type—Collected Works - Proceedings (021) -

Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Education, *Educational Change,

Educational Philosophy, Educational Trends, Elementary Secondary Education, *Futures (of Society), Humanities Instruction, *Role of Education, Science Education
Identifiers—Pennsylvania

This document presents the proceedings of a symposium on education and the arts, humanities, and sciences convened by the State of Pennsylvania. The document begins with an introduction by Sandra Myers, Cultural Advisor to Governor, Robert F. Casey. The symposium was moderated by Thomas K. Gilhool, Secretary of Education, Commonwealth of Pennsylvania. Speakers included Alberta Arthurs, Director for Arts and Humanities, The Rockefeller Center; Benjamin Ladner, President, National Faculty of Humanities, Arts, and Sciences; Donald Stewart, President, The College Board; and Richard C. Wallace, Jr., Superintendent, Pittsburgh Public School System. The symposium participants discussed the role of the arts, humanities, and science in meeting future educational challenges. (DB)

ED 331 754 SO 021 268

Tiburcia, L. Federici, F.
Survey on the Situation of Educational Planning and Management in the World: A Provisional Synthesis.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
Report No.—ED-90/CONF-401/COL-27; ED-90/CPA-401/WD-1

Pub Date—90
Note—43p; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990). For related documents, see SO 021 269-288.

Available from—United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Analysis, Developed Nations, Developing Nations, *Educational Administration, *Educational Development, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, International Educational Exchange, Questionnaires, Surveys
Identifiers—UNESCO

Prior to a UNESCO International Congress on the planning and management of educational development, a survey on educational planning and management in the world was undertaken. The survey questionnaire was sent to all members states of UNESCO, and, at the time of the conference, 50 countries had replied. This document provides a descriptive synthesis of the responses of the 50 countries. The synthesis falls into six categories: (1) the educational planning/management process; (2) educational planning missions/goals; (3) implementation, management, monitoring; (4) the information/knowledge basis; (5) educational planning, management successes, problems, innovations; and (6) provisional conclusions: lines of force of educational planning and management today. The survey questionnaire used in this research is included in an annex. (DB)

ED 331 755 SO 021 269

Buston, Fabio M.
Assessment of Past Achievements and Future Perspectives of Educational Planning and Management in Latin America and the Caribbean. Regional Study.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED/90/CPA-401/WD-2

Pub Date—90
Note—83p; Prepared for the UNESCO International Congress on Planning and Management of Educational Development, (Mexico City, Mexico March 26-30, 1990). For related documents, see SO 021 269-288.

Available from—United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Developing Nations, *Educational Administration, *Educational Development, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, International Education
Identifiers—*Caribbean, *Latin America, UNESCO

Educational planning in Latin America is about three decades old. In the 1960s and 1970s educational systems in the region expanded dramatically. During this time countries institutionalized educational planning processes and allocated to them considerable human and financial resources. Educational management, however, did not receive sufficient recognition during this same period, nor did it mobilize resources and strategies for change and innovation. As a result of the economic crises of the 1980s, educational planning and management possessed a low capacity to cope with new problems and challenges. Today, new paradigms and new horizons are emerging in the design, methods, and application of planning, as well as a recognition, at the political, practical, and theoretical levels, of the importance of educational management as seen in the light of changes in the region. A 28-item bibliography is included. (DB)

ED 331 756 SO 021 270

Ming, Cheng Kai
Educational Planning, Administration and Management in Asia and Pacific. A Regional Study.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-2; ED-90/CPA-401/WD-3; KMC/8912/UNESCO/EPP

Pub Date—Dec 89
Note—98p; Working document for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990). Cover title is: Review and Prospects of Educational Planning and Management in Asia and the Pacific.

Available from—United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Developing Nations, *Educational Administration, *Educational Development, *Educational Planning, Educational Policy, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, International Education, Postsecondary Education
Identifiers—*Asia Pacific Region, UNESCO

Asia and the Pacific region is a vast area with a great variety of countries and territories in terms of economic development, political ideology, and cultural heritage. Education in the region is diverse both in terms of structure and policies, and of educational thoughts and practices in schools. The entire region has made considerable progress in the past decades. That even the rural South Asian countries saw encouraging economic growth indicates favorable soil for educational development. Reform has been the main theme in education in the region. Despite the diverse objectives in the reforms, commonalities do emerge. There is a general tendency to decentralize the administration and finance of education, and to create new sources of finance. In terms of educational planning, human resources development has become the central concern, either explicitly or implicitly. On one hand, there is movement toward micro-level planning so that education may better serve local needs and encourage local initiatives. On the other hand, there also is the trend to move away from purely economic and manpower considerations, and to carry out educational planning in an integrated and multi-level manner. Despite various problems and difficulties, prospects of education development in the region are generally optimistic, provided that economic situations do not deteriorate and political situations remain stable. Ten annexes are included. A number of tables and figures appear throughout this document. (DB)

ED 331 757 SO 021 271

Chinaph, Vinayagum
Educational Planning, Administration, and Management [in Africa]: A Regional Study of Achievements, Shortcomings, and Future Challenges.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-3; ED-90/CPA-401/WD-4

Pub Date—Dec 89
Note—88p; Working document for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990). Cover title is: Review and Prospects of Educational Planning and Management in Africa. Regional Study.

Available from—United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Developing Nations, *Educational Administration, *Educational Development, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, International Education, Postsecondary Education
Identifiers—*Africa, UNESCO

Prepared for a UNESCO international congress on the planning and management of educational development, this document provides an overview of a number of educational policy and planning issues as they pertain to Africa. It consists of six main sections. Section 1 provides an overview of the contemporary political, socioeconomic situation in Africa. In section 2, an assessment of the educational situation (achievements, shortcomings, and future challenges) in the continent is made. In section 3, the national capacities for educational planning are examined with a view to identifying achievements and problems in the 1980s and future prospects and challenges for the 1990s. Some country representations also are given to complement the regional analysis. A similar approach is presented in section 4 for educational administration and management in the region. In section 5, emphasis is given to training capacities in educational planning, administration, and management in Africa reflecting upon past achievements and the new challenges of the 1990s. Finally, in section 6, some strategies and modalities for collaborative efforts in training and research in educational planning, administration, and management in Africa are examined in light of existing and future needs. A lengthy bibliography is included, as well as six annexes. A number of tables appear throughout the report. (DB)

ED 331 758 SO 021 272

Fagerlind, Ingemar Sjostedt, Britt
Educational Planning and Management in Europe: Review and Prospects.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Pub Date—Dec 89
Note—61p; Working document for UNESCO's International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990). For related documents, see SO 021 269-288. Cover title varies slightly.

Available from—United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Developed Nations, *Educational Administration, *Educational Development, *Educational Planning, Educational Policy, Elementary Secondary Education, Higher Education, *International Education, World Problems
Identifiers—*Europe, UNESCO

This document, which provides an overview of current educational policy and planning issues in Europe, was prepared prior to a UNESCO international congress on the planning and management of educational development. It is composed of five sections: (1) major economic, political, and social developments; (2) educational developments; (3) educational management; (4) educational planning; and (5) future prospects for educational planning and management in Europe. A lengthy bibliography, list of acronyms, and a number of tables also appear in this report. (DB)

ED 331 759 SO 021 273

Gennaoui, Antoine

Educational Planning and Management in the Arab States: Past Achievements and Future Perspectives. Regional Study.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-5; ED-90/CPA.401/WD.6

Pub Date—89

Note—86p.; Working document for the UNESCO International Congress on Planning and Management of Educational Development (March 26-30, 1990, Mexico City, Mexico). Cover title varies. Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Area Studies, Developing Nations, *Educational Administration, *Educational Development, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, International Education

Identifiers—Arab States, UNESCO

Prior to a UNESCO International Congress on the planning and management of educational development, this study was prepared to assess the 1980-1990 decade and to outline the perspectives for educational planning and management in the Arab States. Seven main sections comprise this report: (1) Introduction; (2) Context of the period 1980 to 1990; (3) The profile of educational management; (4) Educational planning; (5) The training of staff members in charge of planning and administration; (6) Regional cooperation in educational management; and (7) Future perspectives. A 47-item bibliography is included. (DB)

ED 331 760 SO 021 274
Benavides Iñaluit, Luis G. Arredondo R. Vicente
Towards a New Concept of Educational Planning, and How To Improve It In Practice.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF.401/COL.18; ED-90/CPA.401/WD/7

Pub Date—90

Note—34p.; Paper presented at the UNESCO International Congress "Planning and Management of Educational Development," (March 26-30, 1990, Mexico City, Mexico).

Available from—United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Developed Nations, Developing Nations, *Educational Administration, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Global Approach, Human Resources, *International Education, Literacy Education, World Problems

Identifiers—UNESCO
The first section of this paper, focusing on conceptions and applications of educational planning, seeks to identify problems that affect the educational efforts of the nations of the world. Problems in economic and financial, socio-political, and cultural veins are discussed. Section 2 examines the particular educational problems generally faced around the world; these include literacy, basic education, and the training of human resources. The third section discusses past developments and the present crisis in educational planning. The fourth and last section considers theoretical and practical challenges to educational planning, administration, management, and evaluation in the future. A lengthy bibliography is included. (DB)

ED 331 761 SO 021 275
Weiss, M. And Others
Prospective Trends in the Socio-Economic Context of Education in European Market Economy Countries.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL.28; ED-90/CPA.401/DP.1/6

Pub Date—90

RIE SEP 1991

Note—75p.; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Pluralism, Demography, Economic Factors, *Educational Planning, Educational Policy, *Educational Research, *Educational Trends, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, *International Education, Population Trends, *Socioeconomic Influences

Identifiers—Europe, *European Economic Community, UNESCO

The purpose of this study was to project and analyze the prospective long-term trends in the socio-economic context of the educational systems of European market economies and to outline in global terms the probable implication for education and training in the future. Composed of three chapters, the chapter 1 focuses on projected long-term demographic changes: the quantitative development and age structure of populations and their basic determinants up to the first half of the next century. The direct and indirect impact on education and training is discussed in detail. Chapter 2 looks at the social and cultural context of education, highlighting value changes in various fields (work, family, religion, politics) and their societal effects. The consequences of socio-cultural change and multi-cultural societies for formal education are outlined. Chapter 3 gives a detailed overview of past and expected future developments in the economy (economic growth) and the labor market (labor force participation, unemployment, new forms of working). The implications of structural change in the economy and the introduction of new technologies for future qualification requirements are summarized. A 66-item list of references is included as are a number of appendices. (Author/DB)

ED 331 762 SO 021 276
Kann, Ulla
Planning for Education for All: Botswana Experiences and Prospects.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CPA.401/DP.1/13

Pub Date—Mar 90

Note—8p.; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico, Mexico City, March 26-30 1990). Some lines may not reproduce well.

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Adult Basic Education, Developing Nations, *Educational Planning, *Educational Policy, Elementary Secondary Education, Foreign Countries, Government Role

Identifiers—Botswana, UNESCO

The country of Botswana has made a firm commitment toward educating all of its citizens. This paper examines the nation's existing educational planning machinery to see if it is suitable for this task. Some proposals are made for strengthening the current system of planning. (DB)

ED 331 763 SO 021 277
Szymanski, Miroslaw
Directions of Change in the System of Educational Administration in the Republic of Poland.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CPA.401/DP.1/18

Pub Date—90

Note—8p.; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de

Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decentralization, *Educational Administration, *Educational Change, Educational Development, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Government Role, *Institutional Autonomy, School Based Management

Identifiers—Poland, UNESCO

This paper argues that changes in educational administration in Poland must be seen in the context of the enormous social and political changes that have occurred in that country in recent years. Centralized bureaucratic planning of social and economic programs has been discarded. The changes have impacted the system of educational administration and management in the form of increased autonomy for schools. It has been seen as necessary to increase the autonomy of schools and other educational institutions, bearing in mind that it is not only teachers, parents, educators, and other adults, but also pupils who ought to join in the development of the educational organization of each particular school. The paper concludes that while changes in the system of educational administration have tended toward decentralization and socialization, the authority of the central government should be preserved for the initiation and supervision of measures related to educational priorities. (DB)

ED 331 764 SO 021 278
Galaleldin, Mohamed Al Awad
Educational Planning and Human Resources Development with Reference to Arab Countries.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-6; ED-90/CPA.401/DP.2/2

Pub Date—Jan 90

Note—13p.; Presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Developing Nations, Economic Development, Educational Development, Educational Economics, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Foreign Countries, Higher Education, *Human Capital, International Education, *Labor Force Development, School Business Relationship, Vocational Education

Identifiers—Arab States, UNESCO

Human resources development sees human beings as the means to socioeconomic development. This differs from human development which sees human beings as the immediate and ultimate goals and ends of socio-economic development. Arab states have tended to utilize the human resources development approach as part of their forecasting of manpower requirements and economic growth targets. This paper argues that such an approach is detrimental to the educational processes of these countries because it results in neglect of the needs of a large portion of the population. Basic educational and social needs are lost when educational planning is focused solely on preparing students for rigid and fixed jobs. (DB)

ED 331 765 SO 021 279
Nishida, Kikuo
Strategies of Educational Planning for the Development of Human Resources.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-7; ED-90/CPA.401/DP.2/3

Pub Date—90

Note—13p.; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Influences, *Economic Development, Educational Development, Educational History, *Educational Planning, Elementary Secondary Education, Foreign Countries, Government Role, *Human Capital, International Education, *Labor Force Development, *Outcomes of Education Identifiers—*Japan, UNESCO

This paper seeks to answer the following questions: What is educational planning? In what way can educational development contribute to the socioeconomic development of society? How can a plan be effectively implemented? What are the major characteristics of educational development in Japan as compared to that in other countries? The discussion of these questions is presented from the perspective of 22 years of experience in Japanese educational development. (DB)

ED 331 766

SO 021 280

Eide, Kjell

30 Years of Educational Collaboration in the OECD.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED 90/CPA.401/DP.1/11

Pub Date—90

Note—60p; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Economic Development, *Educational Cooperation, *Educational History, Educational Policy, Elementary Secondary Education, Foreign Countries, International Cooperation, *International Educational Exchange, *International Organizations, International Programs Identifiers—European Community, Norway, *Organisation for Economic Cooperation Development, Sweden, UNESCO

Although its main focus is on economic collaboration, the Organisation for Economic Cooperation and Development (OECD) has played a very influential role in the exchange of educational ideas and experience on an international level. It also is true that while OECD involves the nations of the European Community, Norway and Sweden have had a disproportionate influence. The principal purpose of this study are to explain how the OECD came to play its influential role in educational policy, and how the exchange of educational ideas and experiences within the organization came to be strongly influenced by the policy thinking and practice of the Nordic countries. (DB)

ED 331 767

SO 021 281

Tibi, Claude

What Policies for Teachers?

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED 90/CPA.401/DP.3/2

Pub Date—Jan 90

Note—34p; Presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Education, Developing Nations, *Educational Policy, Elementary Secondary Education, Foreign Countries, Global Approach, International Education, *Teacher Effectiveness, Teacher Employment, Teacher Motivation, Teacher Qualifications, Teacher Salaries, *Teacher Supply and Demand, *Teaching (Occupation) Identifiers—UNESCO

This paper provides an analysis of certain key factors

affecting the supply and demand for teachers and the efficiency of their utilization and motivation as these factors occur in developing nations around the world. The factors examined are: control and status; salaries, bonuses, and fringe benefits; recruitment, assignment, and transfer practices; size and location of schools; and relations between public and private education. A number of recommendations are made based on the analysis of existing policies including: remotivating teachers in post; limiting absenteeism; attracting young people to education; improving the level of qualifications of teachers; and reducing the deficiencies of teachers in certain subjects. An appendix containing a number of tables is included, as is a 13-item list of references. (DB)

ED 331 768

SO 021 282

Chung, Il-hwan

Decentralization of Educational Administration and Strengthening of Local Educational Planning in Republic of Korea.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED 90/CONF-401/COL-30; ED 90/CPA.401/DP.3/3

Pub Date—Mar 90

Note—17p; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decentralization, *Educational Administration, *Educational Change, Educational Finance, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, *Government School Relationship, Institutional Autonomy, Management Development, Politics of Education

Identifiers—*South Korea, UNESCO

The decentralization of educational administration has been undertaken as a major reform effort in the Republic of Korea (South Korea). Current efforts at decentralization are only the most recent of numerous attempts to reduce what many observers agree is an excessive centralization of the nation's statewide administration for public affairs and educational administration. In addition to these efforts, the role of local planning and management in every sector is increasing with an utilization of new technologies in local administration for public affairs and educational administration. This paper attempts to contribute to the improvement of the quality of local education and provision of effective regional planning in Korea considering the peoples' demands for autonomy and decentralization in every sector. The paper begins with the concept of educational administration and planning and follows with a discussion of the conceptual model of the local governance system of educational administration in Korea. Finally, the paper suggests policy measures for decentralization of education administration and strengthening of local educational planning based on future prospects of changes in educational administration. (Author/DB)

ED 331 769

SO 021 283

Hughes, M. G.

Improving Education and Training for Educational Administrators and Managers: Urgent Needs.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED 90/CONF-401/COL-23; ED 90/CPA.401/DP.3/5

Pub Date—90

Note—33p; Prepared for the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Education, Administrator Effectiveness, Comparative Education,

Distance Education, *Educational Administration, Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, *International Education, International Educational Exchange, *Management Development, Public Administration Education, Theory Practice Relationship

Identifiers—UNESCO

This paper advocates giving urgent attention to improving the education and training of educational administrators and managers, realizing the need to respond to rapid and far-reaching political and social change worldwide, and to consequent change within national educational systems. The improvement of administrative structures and the development of human resources through effective educational leadership are seen as complementing strategies. It is argued that if administrators rely on their own previous experiences and on learning by trial and error, disastrous mistakes can occur when managing education in periods of unpredictable change. There is a strong case both for pre-service and for continuing in-service education and training. An overview is given of the education and training provision as it has developed in the twentieth century in the U.S. hemisphere and elsewhere. Achieving a creative and productive relationship between theory and practice is presented as an essential requirement of effective administrative training. The planning and the provision of programs of quality are considered, beginning with the identification of the training needs for different groups by means of appropriate research. The powerful, potential contribution of distance education is noted, taking account experience already gained by UNESCO and other bodies, and of promising technological developments. Finally, it is argued that the time is ripe for an imaginative new initiative, building on what has already been achieved by UNESCO and other agencies. A 39-item list of references is included. (DB)

ED 331 770

SO 021 284

Johnstone, James N.

Monitoring the Impact of Education Policies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED 90/CONF-401/COL-34; ED 90/CPA.401/DP.3/6

Pub Date—90

Note—20p; Presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenay, 75700 Paris, France.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Databases, Data Collection, *Educational Development, Educational Finance, Educational Planning, *Educational Policy, Elementary Secondary Education, *Evaluation, Foreign Countries, *International Education, International Educational Exchange

Identifiers—*Policy Effectiveness, UNESCO

Monitoring the impact of education policy is a critical component of planning. Without an effective monitoring system, the achievements of policies cannot be evaluated nor can the cost-effectiveness of various strategies be estimated. Monitoring requires the establishment of good data bases that are served by good (computerized) data collection systems. From these data bases, quantifiable indicators can be defined to measure all of the various ways in which policies can have an impact on an education system. To produce these essential monitoring systems requires coordination among all parties interested in education provision and the modernization and revitalizing of planning and management approaches. To upgrade the human aspect, through assistance and reward in one's own responsibilities, is critical in planning and monitoring. Hence, developing methods and procedures to help people planning and managing these systems is noted as a priority task. A 9-item bibliography is included. (Author/DB)

ED 331 771

SO 021 285

Lodiaga, John

Modernization and Development of Administration and Management of Systems of Education in

Kenya through Training.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-25; ED.90/CPA.401/DP.3/9

Pub Date—90

Note—32p.; Presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decentralization, Developing Nations, *Educational Administration, Educational Development, Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, *Management Development

Identifiers—*Kenya, UNESCO

The need to promote and provide education and training for about fifteen million Kenyans below the age of 20 out of the country's total population of about 25 million is the main focus of the educational agenda in Kenya. This paper examines the nation's policies on education and training that have formed the basis for the establishment of appropriate administrative and managerial structures within the formal education sector. It is noted that the administrative structure of the Ministry of Education makes provisions for planning, administration, and management units dealing with specific educational programs, projects, and activities at every level of the educational system. The administrative structures have evolved over the years from centralized to decentralized to the current decentralized phase. A 16-item bibliography is included. (Author/DB)

ED 331 772

SO 021 286

Rao, T. V.

Institution Building and Self Renewal Needs of Education Systems.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-10; ED.90/CPA.401/DP.3/13

Pub Date—90

Note—15p.; Presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, *Educational Administration, Elementary Secondary Education, *Institutional Administration, Institutional Characteristics, Institutional Survival, Organizational Climate, Resistance to Change, Self Evaluation (Groups)

Identifiers—UNESCO

Educational institutions are expected to serve people by developing their knowledge, skills, and personality, including their values and attitudes. They are expected to influence the environment through the people they develop and through the models they set up in terms of the values and behaviors of the people who work in these institutions. Institution-building is a continuous process by which educational institutions are able to build and strengthen an internal culture with values that help a dynamic functioning of the institution enabling it to achieve its objectives and have the right kind of impact on the environment. Thus, an educational institution with a strong institution-building base is never static and is ever changing. However, this paper contends that a large number of educational institutions have not learned to change. They have become static, rigid, complacent and have learned to resist change rather than to change and bring about change in their surroundings. These developments have occurred because most educational institutions do not have a strong institution-building base. This paper attempts to highlight the need for institutionalizing various processes and mechanisms

that may make educational institutions more dynamic, purposeful, cost-effective, and effective. An appendix contains a check-list of institution building and self-renewal capabilities of educational institutions. (DB)

ED 331 773

SO 021 288

Velloso, Jacques

Educational Planning and Crisis: Notes on Management, Schooling and Democracy.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.—ED-90/CONF-401/COL-16; ED.90/CPA.401/DP.4/7

Pub Date—89

Note—16p.; Presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

Available from—United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Democracy, Developed Nations, *Developing Nations, Economic Development, Economic Factors, Educational Administration, *Educational Planning, Educational Policy, *Equal Education, Foreign Countries, Global Approach, *International Education, Politics of Education, Role of Education

Identifiers—UNESCO

The role of educational planning is examined in light of the educational scene in developing countries and the economic crises of the 1980s. Divided into three sections the first section of the report deals with educational planning in the eighties, with some of its background; and with the major challenges that are faced by the educational systems of developing countries in the decade ahead. The second section addresses the political nature of educational planning, its scope and its relationships with policy-making and management. The third section discusses the challenge to promote a democratization of basic education in light of both the current economic crisis and the prospects for the nineties. An 80-item list of references is included. (Author/DB)

ED 331 774

SO 030 291

Phillips, Douglas A. Sipe, Rebecca Bowers

Alaska, Japan, and the Pacific Rim: A Teacher's Resource Guide for Secondary Educators.

Nevada Project LEAD Network, Reno.

Pub Date—90

Note—155p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Asian Studies, *Class Activities, *Curriculum Guides, Economics, Educational Resources, Foreign Countries, Foreign Culture, Geography, History, Instructional Materials, Interdisciplinary Approach, International Trade, Secondary Education, Social Studies, Teaching Methods

Identifiers—*Alaska, *Japan, Pacific Rim

Japan and other countries of the Pacific Rim are Alaska's largest trading partners. This guide was designed to prepare Alaskan secondary students to understand past, present, and potential linkages between their state the Pacific region. The resource could be used by educators from other parts of the United States who teach about issues concerning these geographic areas. The guide is divided into four sections: geography, history, culture, and economics/international trade. Each section contains student handouts and several lessons. Each lesson in the guide contains eight sections: lesson overview, recommended time, objectives, materials, procedure, "into the community" (an enrichment activity involving community members), evaluation, and enrichment ideas and assignments. (DB)

ED 331 775

SO 030 493

Siitworth, Michael H. Sugiyama, Yasushi International Youth Exchanges: Measuring Their Impact on Attitudes.

Pub Date—13 Nov 90

Note—13p.; Paper presented at the Congress of the International Society for Intercultural Education, Training, and Research (16th, Kilkenny, Republic of Ireland, April 12, 1990).

Pub Type—Speeches/Meeting Papers (150) -

Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Foreign Countries, Foreign Culture, *Foreign Students, International Education, *International Educational Exchange, Questionnaires, Secondary Education, *Student Attitudes, *Student Behavior, *Student Exchange Programs

Identifiers—*Japan

This paper provides a preliminary report on a bilateral collaborative study recently concluded in the United States and Japan, conducted to determine whether changes in attitudes and behavior occurred in Japanese teenagers participating in one-month homestays in 26 states in the United States. The sample consisted of 426 exchange participants (along with their parents) and 265 control group members (and their parents) who were nominated by the exchange group but who did not travel abroad. Analysis of the data indicated that the overseas homestay experience appeared to be related to the experimental group becoming more sociable, extroverted, responsible, spontaneous, self-confident, informal, independent, competitive, and individualistic when compared with the control group who did not travel abroad. (Author/DB)

SP

ED 331 776

SP 031 561

Verloop, Nicolaas

Interactive Cognitions of Student-Teachers. An Intervention Study.

Centraal Inst. voor Toetsontwikkeling, Arnhem (Netherlands).

Report No.—ISBN-90-9002900-1

Pub Date—89

Note—280p.; Occasional photoreduced tables/figures will not reproduce well.

Available from—CITO, National Institute for Educational Measurement, P.O. Box 1034, 65LY AE Arnhem, The Netherlands (\$15.00 U.S. currency).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Cognitive Processes, Higher Education, Preservice Teacher Education, Recall (Psychology), *Research Utilization, *Student Teaching, *Teacher Behavior, *Theory Practice Relationship

In this study the effects of a particular type of teacher training material on the cognitions and behaviors of prospective teachers are investigated. The study is based on the assumption that theoretical knowledge that has emerged from research and theory development in education is useful for prospective teachers. The study is confined to that part of educational theory that directly pertains to the teaching-learning process. In chapters 2 to 4, the emphasis is on the theoretical framework of the study, while in chapters 5-7 the empirical investigation is reported. Chapter 8 is devoted to a discussion of some implications and limitations of the study. The main function of the theoretical chapters of the study is to present a line of reasoning embedded in and documented by relevant literature. In the final chapter, the main results of the study are briefly evaluated. A list of 287 references is included. (JD)

ED 331 777

SP 031 668

Everston, Carolyn M.

Classroom Organization and Management Program (COMP). Submission to the Program Effectiveness Panel.

Vanderbilt Univ., Nashville, TN. Peabody Coll.

Pub Date—[88]

Note—33p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Observation Techniques, *Classroom Techniques, Elementary Secondary Education, *Inservice Teacher Education, *Program Effectiveness, Staff Development, *Student Behavior, *Teacher Behavior, Time on Task

A description is given of the Classroom Organization and Management Program, designed to help teachers in grades 1-9 and staff developers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices. It also seeks to improve student task engagement and reduction of inappropriate and disruptive behavior through well-planned and appropriate academic

tasks and activities. The program addresses underlying needs of both beginning and experienced teachers for more professional development and inservice training for teachers who wish to improve their management skills and for trainers who wish to provide professional development activities for teachers. The format is a series of 3-day teacher workshops and/or 7-day trainer workshops that focus on: (1) planning and implementing effective strategies for room arrangements; (2) rules and procedures; (3) student accountability; (4) consequences and incentives; (5) behavior management; and (6) conducting class lessons. Participants are taught observation techniques for follow-up and feedback. Appended are some questions on the program posed by the Program Effectiveness Panel. (JD)

ED 331 778 SP 032 032

Pastore, Donna L.

Intramurals: New and Innovative Ideas for a School Program.

Pub Date—21 Oct 89

Note—13p. Paper presented at the Ohio Advisory Council National Physical Education Conference K-8 (Youngstown, OH, October 21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, Elementary Secondary Education, *Intramural Athletics, Recreational Activities, *School Recreational Programs, *Student Participation

Intramurals have been a part of elementary and secondary schools since the early part of this century. Intramurals are considered to be an important part of the educational process. Often many schools offer traditional intramural activities, such as basketball, softball, tennis, and volleyball. The purpose of this session is to present new and innovative intramural activities for elementary and secondary schools. Some activity examples include: air band contest, crazy tournaments, fun runs, game shows, giant relay, oatmeal pass, and many more. It is recommended that schools incorporate new and innovative ideas into their intramural programs to increase their student participation rate. (Author/JD)

ED 331 779 SP 032 078

Lopez, Gaye And Others

"Wanted: Substitute Teachers—Not Babysitters."

Pub Date—Oct 89

Note—16p. Paper presented at the Mid-America Regional Conference of the Association of Teacher Educators (Kingston/Durant, OK, October 4-6, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Part Time Faculty, *School Community Relationship, *Substitute Teachers, *Teacher Behavior, *Teacher Responsibility, *Teacher Role

Responding to the mandates of the Educational Reform Bill in Texas, new emphasis has been placed on the role and responsibilities of substitute teachers. This paper describes a 5-hour substitute teacher seminar that all substitute teachers and aide applicants are required to attend. The 2-day seminar focuses on the contents of the "Substitute Teacher Handbook" and also includes presentations by regular elementary and secondary teachers on the practical problems faced in a "real-life" classroom. Excerpts from the handbook cover general instructions for substitute teachers, the substitute teacher's responsibilities to the schools, the responsibilities of the regular classroom teacher, and how a substitute teacher can contribute to the school district's public relations. (JD)

ED 331 780 SP 032 229

Childhood Lead Poisoning. Current Perspectives.

Proceedings of the National Conference (Indianapolis, Indiana, December 1-3, 1987).

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.

Pub Date—Dec 87

Note—147p.

Pub Type—Collected Works — Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Child Welfare, Compliance (Legal), Federal Regulation, Government Role, *Health Services, *Lead Poisoning, *National Programs,

*Prevention, *Public Health, Screening Tests

Since childhood lead poisoning first gained recognition as an important public health problem, the concept of lead poisoning has been examined and revised repeatedly. This national conference was convened to review and examine the current state of the problem, prevention activities, and recent studies on the toxic effects of lead at very low levels. Papers presented at the conference focused on the following topics: (1) changing sources of lead poisoning; (2) national perspectives; (3) overview of low-lead toxicity; (4) low-level exposure and children's development; (5) U.S. Department of Housing and Urban Development regulations; (6) the Environmental Protection Agency's perspective on lead in water, gasoline, and soil; (7) regional collaboration; (8) laboratory issues; (9) environmental issues; (10) legal issues; (11) lead used as treatment in folk medicine and other nonpoint sources of lead; and (12) future directions. (JD)

ED 331 781 SP 032 558

Wood, Eric F. Floden, Robert E.

Where Teacher Education Students Agree: Beliefs Widely Shared before Teacher Education.

Pub Date—90

Note—35p.

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Educational Attitudes, Elementary Secondary Education, Higher Education, Majors (Students), *Mathematics Instruction, Preservice Teacher Education, *Program Improvement, Schools of Education, Surveys, *Teacher Attitudes, Teacher Education Programs, Teaching Experience, *Writing Instruction

Identifiers—*Educational Attitude Survey

A survey of prospective teachers' beliefs about teaching mathematics and writing to diverse learners was conducted for the purpose of improving teacher education programs. Respondents were 319 elementary education students, 71 prospective secondary math teachers, 52 prospective teachers of secondary English, 23 noneducation math majors, and 19 noneducation English majors. Although there is much diversity between and among the subjects, there were some areas of consensus. In answering questions about student diversity, the respondents did not endorse stereotypes about gender differences or differences in content appropriate for students from different family backgrounds. In responding to questions about what would be helpful in learning to teach, they gave the expected endorsement of experience, as well as high ratings for classes of questions about generic and subject-specific teaching methods. In answering questions about the mathematics or writing they would teach, the respondents expressed surprisingly little enthusiasm for seeing these subjects as systems of rules to be memorized. One difference of note was that the noneducation majors indicated less belief in the "power of pedagogy," that is, in the ability of prospective teachers to succeed in learning to teach academic content, especially more conceptually oriented content. Eleven tables are appended. (Author/LL)

ED 331 782 SP 032 658

D'Amico, Mary Jo. Frericks, Donald J.

A Study of Successful Teacher Characteristics in the Dayton Area Catholic Schools.

Pub Date—Nov 89

Note—68p.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Catholic Schools, *Educational Environment, *Educational Objectives, Elementary Secondary Education, Individual Development, *Institutional Mission, Religious Education, School Surveys, *Teacher Characteristics, *Teacher Effectiveness, Teacher Student Relationship

Identifiers—*Ohio (Dayton)

This study was commissioned to identify specific characteristics typical of successful teachers and schools in the greater Dayton area Catholic elementary and secondary schools. It also sought to determine the attitudes and behaviors of teachers who used those characteristics most. Also of interest was the appropriate recognition and/or rewards that would motivate quality teachers to continue teaching in the Dayton area Catholic schools. A survey, developed by focus group meetings of elementary and secondary teachers and principals, and adminis-

tered to 239 teachers and 34 principals as part of a larger survey of students and parents, included 5 major questions: (1) What competencies are needed by effective teachers in Catholic schools? (2) What are the personal characteristics of the most effective teachers? (3) How should effective teachers be expected to model service in a Catholic school and outside the school community? (4) How do effective teachers integrate religious beliefs/values in secular subjects? and (5) What kind of climate/environment do effective teachers create in their classrooms? A summary is presented of the survey findings. (JD)

ED 331 783 SP 032 802

Brown, Neil L. Montoya, Alicia L.

Meeting the Needs of Limited English Proficient Children through Staff Development.

Spons Agency—Pennsylvania State System of Higher Education, Harrisburg. Pennsylvania Academy for the Profession of Teaching.

Pub Date—90

Note—17p.

Pub Type—Reports — Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Concept Formation, Elementary Education, English (Second Language), Higher Education, Hispanic Americans, *Inservice Teacher Education, *Limited English Speaking, Literature Reviews, *Picture Books, *Reading Instruction, Second Language Instruction, Staff Development, *Teaching Methods, *Visual Learning, Visual Literacy

Identifiers—Bloomsburg University PA, Kutztown University PA, Reading School District PA

A review of literature on the use of wordless picture books to develop language skills is presented as background for the relatively brief description of a project in which wordless picture books were used with Latino children. The project is a collaborative one between Bloomsburg University, Kutztown University, and Thomas Ford Elementary School (Pennsylvania). Thomas Ford Elementary School currently serves a culturally diverse population which includes 74 percent Latino students. Based upon recognized needs of the Reading School District, this project's main objective is to enhance concept and language development in Latino children through the use of wordless picture books and to train teachers in the most effective use of these books. (IAH)

ED 331 784 SP 032 818

Teacher Education: A Continuum.

National Catholic Educational Association, Washington, D.C.

Pub Date—Nov 90

Note—89p.

Journal Cit—Momentum; v21 n4 Nov 1990

Pub Type—Collected Works — Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Beginning Teachers, *Catholic Educators, *Catholic Schools, College School Cooperation, Elementary Secondary Education, Higher Education, Justice, Mentors, Multicultural Education, Religious Education, Social Attitudes, Teacher Certification, *Teacher Education, Teacher Recruitment, Teacher Salaries

Identifiers—Guatemala

This document is a theme issue of the journal "Momentum", devoted to the topic "Teacher Education: A Continuum." It contains 15 articles in the central section and 7 articles in a special section subtitled "The Multicultural Challenge." The following articles on the central theme are presented: (1) "Closing the Gap" concerns fusing the college and the classroom for future teachers (Judy J. Harris); (2) "Is In-service of Service?" (John J. Reilly); (3) "Cultural Balancing Act" (Michael Magee); (4) "Cutting the Coat To Fit" (Michael L. Steele) is about a spiritual development program tailored to religion teachers' expressed desire for formation, not information; (5) "A Guide for the Voyage" (Mildred Haip) the mentor smoothes the way for the beginning teacher; (6) "The Teacher as Critical Thinker" (Jean M. Barton); (7) "The Research In-service" (Lorene Gnaedinger); (8) "Setting New Standards" (Christopher B. Reimann); (9) "A Catholic Educator Comments on the NBPTS" (Joseph F. Rogus); (10) "A Continuum Model of Teacher Development" (Mary Diez); (11) "The Justice Factor in Teacher Commitment" (Robert J. Kealey); (12) "Profile of the Beginning Teacher" (Barbara L. Brock); (13) "Sharers in the Gift of God" (Marie Anna Stelmach); (14) "Arriving

Where We Started" (Leona McCaughey-Oreszak) asks how future elementary teachers can become masters of content and know-how? and (15) "Date-line: Guatemala" (Patricia Feistritzer). (JD)

ED 331 785 SP 032 847
A Blueprint for Success. Lessons Learned: NFIE's Dropout Prevention Initiative.

National Foundation for the Improvement of Education, Washington, D.C.

Pub Date—90

Note—61p; For the 1986 report, see ED 274 093. Pub Type—Opinion Papers (120) — Reports — Evaluative (142)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Cooperative Planning, *Dropout Prevention, Elementary Secondary Education, *High Risk Students, *Program Development, *Program Effectiveness, *School Role, Teacher Expectations of Students, Teacher Student Relationship

The underlying themes in a successful dropout-prevention program are that it is teacher-led and student-centered. In this, the third National Foundation for the Improvement of Education (NFIE) report, project leaders offer guidelines for developing a successful prevention initiative. Suggestions are made on the following objectives: (1) empower teachers to drive the initiative; (2) tailor programs to fit student needs; (3) set high, yet reasonable, expectations; (4) collaborate with community players; (5) offset future problems by intervening early; (6) recruit school district support; and (7) enlist and energize parents as partners. Exemplary dropout prevention programs are listed, with each one's key aims and/or strategies. (JD)

ED 331 786 SP 032 901
Eckert, Virginia A. Bey, Theresa M.
Supporting Beginning Teachers of At-Risk Students.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 90

Contract—400-86-0007

Note—68p; Appendix B not included in copy received by ERIC.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Beginning Teacher Induction, Beginning Teachers, Elementary Secondary Education, *High Risk Students, *Inservice Education, *Mentors, *Program Development, Student Characteristics, *Student Needs, Teacher Characteristics

This report addresses the need for teacher induction programs and presents several alternative support mechanisms for beginning teachers, especially those who deal with at-risk students. The report has five sections. Section 1 discusses at-risk students: who they are, their characteristics and instructional needs, and the implications for beginning teachers. Section 2 focuses on beginning teachers and their needs. Section 3 discusses support systems for beginning teachers—their primary goals, the major support issues, types of support programs, and five models of beginning teacher support programs (inservice induction programs, mentoring support programs, local system inservice and "internal" mentoring models, teacher education and local school system models, and comprehensive school system models). Section 4 addresses the issue of the knowledge base needed by teachers, instructional leaders, and supervisors on the positive and negative factors that influence at-risk students. A bibliography to assist in developing such a knowledge base is included in this section arranged under 10 headings: teachers, parents, peers in class, student's self-image, assessment, curricula, instructional materials/aids, classroom environment, school environment, home environment, additional readings, and readings related to at-risk students. Section 5 presents some conclusions. Three appendices supporting information discussed in the text and four pages of references conclude the report. (JD)

ED 331 787 SP 032 948
Macoff, Gene L., Ed.
Voices from the Classroom: Exceptional Teachers Speak.

Spons Agency—Apple Computer, Inc., Cupertino, CA; National Alliance of Business, Inc., Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C.

Pub Date—[91]

Note—35p; Also sponsored by Group W, Inc. Pub Type—Opinion Papers (120) — Reports — General (140)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Educational Improvement, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, Opinions, *Public Schools, *School Based Management, *School Community Relationship, Secondary School Students, Secondary School Teachers, Teacher Attitudes, *Teacher Effectiveness, Teacher Student Relationship, *Teaching (Occupation)

The opinions and experiences reflected in this report are those of exceptional teachers chosen in a national competition, "Thanks to Teachers," sponsored by Apple Computer, Inc., the National Foundation for the Improvement of Education, the National Alliance of Business, and Group W Television. The report is divided into four sections: (1) the teaching profession; (2) the school; (3) students; and (4) reinforcing education. Section 1 synthesizes opinions on: raising standards for teachers so that quality is stressed at all points, revising work schedules to foster communication and socialization among teachers, and increasing salaries. Section 2, on the school, deals with site-based management, flexibility in schools and classrooms, smaller class size, varied forms of assessment, and use of a variety of materials in the curriculum. Section 3 discusses the relationship between teachers and students, emphasizing boosting students' self-esteem, leading them to assume greater responsibility for their own learning, helping them to become critical thinkers, and teaching them to assume civic and social obligations. Section 4 addresses the need to forge links between schools and social service agencies, parents, business, policymakers, and the general public. (AMH)

ED 331 788 SP 032 987
Creek, Roy J. Vollmer, Marian L.
The Inquiring School Model at Falk Laboratory School.

Pub Date—[Feb 91]

Note—9p.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Discovery Learning, Educational Objectives, Educational Principles, Elementary Secondary Education, Higher Education, *Inquiry, *Laboratory Schools, Learning Strategies, Lesson Plans, Teacher Role, *Teaching Methods, Teaching Models, *Visualization

Identifiers—*Falk Laboratory School PA, *Graphic Organizers, University of Pittsburgh PA

Out of the school reform movement of the eighties have come recommendations for professional development schools, site-based management, and teacher empowerment. Such initiatives can be implemented only in environments where continuing pursuit of new knowledge exists at every level. There is a pressing need for educational models that strive to ensure student learning, enhance teacher professionalism, and narrow the existing disjuncture between educational theory and practice. The instructional model at the Falk Laboratory School of the University of Pittsburgh conceives the school to be a center of inquiry. In this environment, emphases are placed upon the generation of new knowledge, the intellectual growth of teachers, and the development of inquiring attitudes in students. This paper describes both the theory and application of the model. An example of the application of the inquiring school model is presented in the form of a lesson description which demonstrates the use of graphic organizers to facilitate understanding and analysis of a story by primary students. (Author/IAH)

ED 331 789 SP 032 993
Barell, John
Teaching for Thoughtfulness: Classroom Strategies To Enhance Intellectual Growth.

Report No.—ISBN-0-8013-0620-5

Pub Date—91

Note—294p.

Available from—Longman Publishing Group, 95 Church St., White Plains, NY 10601 (\$27.95).

Pub Type—Books (010) — Guides — Classroom — Teacher (052) — Guides — Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Classroom Techniques, *Educational Environment, Educational Principles, Elementary Secondary Educa-

tion, Journal Writing, Lesson Plans, *Metacognition, *Problem Solving, Staff Development, Student Evaluation, Teacher Education, *Teaching Methods, *Thinking Skills

Identifiers—*Reflective Thinking

The union of thought and feeling, the basis of the concept of "thoughtfulness," is one of the major themes of this book, which is designed to help teachers, administrators, teacher educators, and parents empower students to take more control of their own education and lives. It presents strategies for teaching students about the nature of thinking, reflection, and problem solving, with an emphasis on creating a climate or classroom environment in which students feel invited to think productively. One of the major reflective strategies suggested has the student and the educator maintain "thinking journals." Insights from practicing teachers, as well as teaching models and sample lesson and unit plans, are presented. The chapter titles are: "Beam Me Up, Scotty"; "Creating Our Own Pathways: Toward a Definition of Thinking"; "In the Classroom: A Conceptual Overview of Teaching for Thinking"; "Assessment of Students' Thinking"; "Designing a Classroom That Invites Thoughtfulness"; "Modeling, Inquiry, and Experimentation"; "Doubt, Uncertainty, and Difficulty: Instructional Planning for Problem Solving and Inquiry"; "Problem Solving and the Search for Meaning"; "Adventures in Imaginativeness"; "The Search for Reasonableness"; "Empowering through Metacognition"; "Thinking Gives Me a Headache!"; "Envisioning the Thoughtful School"; and "Our Personal Journeys toward Thoughtfulness." (IAH)

ED 331 790 SP 032 994

Gnagey, William J.
Study Guide for Myron H. Dembo's Applying Educational Psychology in the Classroom. Fourth Edition.

Report No.—ISBN-0-8013-0677-9

Pub Date—91

Note—199p; For a related document, see SP 032 998.

Available from—Longman Publishing Group, 95 Church Street, White Plains, NY 10691 (\$17.25).

Pub Type—Books (010) — Guides — Classroom — Learner (051)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Decision Making, *Developmental Stages, Elementary Secondary Education, *Evaluation Methods, Higher Education, Individual Differences, Instructional Design, *Learning Theories, *Measurement Techniques, Motivation, Piagetian Theory, Preservice Teacher Education, Study Guides, *Study Skills, *Teacher Effectiveness

Identifiers—*SQ4R Method

This study guide helps a student become a more effective classroom teacher and maximizes the ability to retain the material and apply it through the use of effective study skills, specifically the "SQ4R study system." The study guide provides discussion questions and exercises on the topics and issues covered in "Applying Educational Psychology in the Classroom" by Myron H. Dembo. The study guide is divided into four parts and the format of the Dembo book: Part 1 contains 4 chapters dealing with development and individual differences and discusses intelligence and cognitive development; cognition, culture, and language; social and personal development; and exceptional children. Part 2 covers learning theories and instructional applications and includes a discussion on behavioral approaches to learning, cognitive approaches to learning, and the humanistic perspective. Part 3 deals with preparation for effective teaching and offers chapters on planning for instruction, motivation, and classroom management and discipline. Part 4 discusses measurement and evaluation with emphasis on teacher-made measurement instruments, analyzing test scores, and reporting student progress. (LL)

ED 331 791 SP 032 996

Didham, Cheryl K.
Preparing Teachers—A Middle School-University Partnership.

Pub Date—16 Feb 91

Note—12p; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *College School Cooperation, Educational Change, Field Experi-

ence Programs, Higher Education, Intermediate Grades, Junior High Schools, *Middle Schools, *Preservice Teacher Education, *Teacher Attitudes, *Teacher Education Programs, Teacher Role

Identifiers—*Ohio State University Lima

Knowledge of middle grade children and of their particular needs, as well as new teaching methods appropriate for this age level are needed for middle school teachers to be successful. Without the necessary coursework and student teaching experience, preservice teachers often feel unprepared to deal with middle level students. At Ohio State University Lima (OSU-Lima), most coursework for elementary majors is geared to the elementary self-contained classroom, yet surrounding schools all have the middle school configuration of grades 5-8, 4-8, or 6-8. There is no specific middle level coursework, and attitudes toward middle level teaching are not positive. One educational psychology class offered middle level preparation (lecture, group discussion, small group work, and field experiences in the middle grades) to see if attitudes toward teaching middle school could be made more positive. Students surveyed before and after the course made such comments as: middle school students have different needs and are harder to work with than high school students; special training is needed for middle school teaching; and teachers need to know more content to work in middle school. It is evident that universities must consider curriculum changes and offer methods classes specifically aimed at the middle grades as well as longer field experiences in middle schools. (SM)

ED 331 792

SP 032 998

Dembo, Myron H.

Applying Educational Psychology in the Classroom, Fourth Edition.

Report No.—ISBN-0-8013-0484-9

Pub Date—91

Note—655p; For a related document, see SP 032 994.

Available from—Longman Publishing Group, 95 Church Street, White Plains, NY 10691 (\$43.25). Pub Type—Books (010)—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Decision Making, *Developmental Stages, *Educational Psychology, Elementary Secondary Education, *Evaluation Methods, Higher Education, Individual Differences, Instructional Design, *Learning Theories, Lesson Plans, *Measurement Techniques, Motivation, Piagetian Theory, Preservice Teacher Education, *Teacher Effectiveness, Textbooks

This book offers an instructional model demonstrating how teachers can apply educational psychology in the classroom, with emphasis on the teacher as decision maker. The book is divided into four parts, and covers the following major topics and issues: Part 1 contains four chapters dealing with development and individual differences and discusses intelligence and cognitive development; cognition, culture, and language; social and personal development; and exceptional children. Part 2 covers learning theories and instructional applications and includes a discussion on behavioral approaches to learning; cognitive approaches to learning, with an appendix covering teaching strategies in the content areas; and the humanistic perspective. Part 3 deals with preparation for effective teaching and contains chapters on planning for instruction, motivation, and classroom management and discipline. Part 4 discusses measurement and evaluation, with emphasis on teacher-made measurement instruments, analyzing test scores, and reporting student progress. Included in each section are examples of classroom applications, key points, suggestions for further reading, and follow-up activities. (LL)

ED 331 793

SP 032 999

Strandberg, Warren, Ed.

The Religious Dimension of Democratic Education. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (35th), Williamsburg, Virginia, September 28-29, 1990.

South Atlantic Philosophy of Education Society. Pub Date—Jan 91

Note—201p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Church Role, Conference Papers, Court Role, Curriculum, *Democratic Values,

*Educational Philosophy, Elementary Secondary Education, Higher Education, Moral Values, Professional Associations, *Public Education, *Religion, *Religion Studies, State Church Separation

This volume of proceedings presents papers in four sections: the keynote address, the presidential address, a focus book symposium, and concurrent sessions. The following papers are included: (1) Keynote Address, "Living With Our Deepest Differences: Reforging a Public Philosophy for Public Education" (Charles C. Haynes); (2) Presidential Address, "The Reconciliation of Theology and Philosophy in Educational Thought: A Personal Journey" (William Lohit); (3) "With Liberty and Justice for All: The Teaching of the Democratic Value of Social Justice" (Warren Strandberg); (4) "Thomas Jefferson on 'Human Interposition,' Freedom of Religion and Inquiry: Problems and Paradoxes" (James W. Garrison and Thomas C. Hunt); (5) "Sects Education in a Democracy Is Like Sex Education in a Democracy" (Robert D. Heslep); (6) book symposium, "The Moral and Spiritual Crisis in Education: A Response" (J. Don Reeves); (7) "The Supreme Court, Fundamentalist Logic and the Term 'Religion'" (David McKenzie); (8) "The Perceptions of American Youth Regarding Their Own and Foreign Religions and Political Systems" (Gail McEachron-Hirsch); (9) "Religion in the Schools" (Robert Mulvaney); (10) "Beyond Tomorrow as an Extension of Today: Spirituality in Education" (Paul Bitting and Cheryl Southworth); (11) "Horace Mann: A Unitarian Perspective on Religion in the Public Schools" (JoAnne Z. Wagner); (12) "Teaching about Religion in the Public School Curriculum: A Legal Perspective" (Bruce Beezer); (13) "Grace in Teaching" (Eric Bredo); and (14) "The Alienated Student, the Restless Heart and Religious Study" (Thomas W. Mahan). In cases where there were responses to papers, the responses are included. (LL)

ED 331 794

SP 033 012

Hockersmith, Mary R. Folsom-Meek, Sherry L.

The Relationships of Balance and Bilateral Coordination to Skipping in Kindergarten Children.

Pub Date—[Mar 91]

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, Kindergarten Children, *Motor Development, Physical Activities, Physical Education, Primary Education, *Psychomotor Skills, *Skill Analysis, Skill Development

Identifiers—*Balance, *Skipping (Running)

The purpose of this study was to examine the relationship of balance and bilateral coordination to the fundamental locomotor pattern of skipping in 5- and 6-year old children. Subjects were kindergarten students (N=30) who were attending an elementary school in the suburban Kansas City area. The investigators used items from the Bruininks-Oseretsky Test of Motor Proficiency to obtain balance and bilateral coordination scores. They used the Ohio State University Scale of Intra Gross Motor Assessment (O.S.U. SIGMA) for assessment of skipping performance. Based on results of correlational analyses, the correlation of balance and bilateral coordination—combined to skipping was significant (p.05); correlations between balance and skipping and between bilateral coordination and skipping were not significant. (Author)

ED 331 795

SP 033 014

Guskey, Thomas R. Sparks, Dennis

Complexities in Evaluating the Effects of Staff Development Programs.

Pub Date—Apr 91

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Context Effect, Educational Environment, Elementary Secondary Education, Inservice Teacher Education, *Models, *Program Content, Program Effectiveness, *Program Evaluation, *Staff Development

Because of increased emphasis on accountability, program evaluations today must go beyond measures of change in program participants to consider the effects, either direct or indirect, of staff development on students and their learning. A model is presented illustrating the relationship between staff development for teachers and student learning out-

comes, and the external factors that influence this relationship. Three factors are identified: (1) quality of the staff development program; (2) the content of the staff development program; and (3) the characteristics of the context in which the program is carried out. Although other models consider implementation as a separate factor, in this model quality or degree of implementation is considered a facet of the total process and therefore is a component of the first factor, the quality of the staff development program. The potential effects of these factors on program evaluation results are described, along with procedures for estimating those effects. Finally, strategies are outlined, based on the model, for enhancing the quality and validity of staff development program evaluation. (IAH)

ED 331 796

SP 033 016

Eppenauer, Patricia A. Smith, William C.

Redefining a Knowledge Base: A Proposal for Reform in an Urban Setting.

Pub Date—Feb 90

Note—22p; Paper presented at the Annual Meeting of the American Association of Teacher Educators (70th, Las Vegas, NV, February 5-8, 1991). Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bachelors Degrees, *Cultural Context, Cultural Pluralism, Elementary Secondary Education, Higher Education, *Program Content, *Social Structure, Student Characteristics, *Teacher Education Programs, *Urban Education

Identifiers—*Knowledge Base for Teaching, Reflective Thinking, *University of Missouri Kansas City

Population studies show that teachers of the 21st century will be educating an urban clientele from a great variety of cultural, ethnic, socioeconomic, and family structures, and probably, more students who are living in poverty. In view of these projections, a Division of Teacher Education has been implemented at the University of Missouri (Kansas City) with emphasis upon the contextuality of urban cultural diversity and children-at-risk, global interrelatedness and interdependence, and around the theme of reflective inquiry as a viable process for solving classroom and educational problems. The requirements are a 150-hour (minimum) interdisciplinary program leading to 2 degrees—the Bachelor of Arts in Teaching and the Bachelor of Liberal Arts. Curricular planning is not based upon a technical approach but derives from reflection upon the educational context. Considerable emphasis is placed on enhanced subject matter and subject area competency, increased and diverse field experiences, articulation between subject areas and education courses, and the urban contextual themes of cultural and ethnic diversity, global perspectives, and students-at-risk. The unifying methodology is that of reflective inquiry, an acknowledgement of the program's intent to help teachers become independent, thoughtful decision makers who may become leaders and change agents for better schooling. (AMH)

ED 331 797

SP 033 017

Durham, John Richard. Sunal, Dennis W.

The Enhancement of Teacher Education through the Use of Communication Technology.

Pub Date—16 Feb 91

Note—26p; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991). Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Networks, *Computer Uses in Education, Demonstration Programs, *Electronic Mail, Elementary Education, Field Instruction, Higher Education, Methods Courses, Preservice Teacher Education, *Student Teaching, Teacher Education Curriculum, *Telecommunications

Identifiers—University of Alabama, University of Virginia

The University of Alabama set up a communication network pilot program to enhance the early childhood and elementary methods block in the College of Education. The pilot program incorporated electronic mail (E-Mail), a fax machine, and a microcomputer communications network. The network made possible instructors' clarifications of assignments, transmission of student progress reports, assistance in planning and implementing lessons, and other communications related to field placements. Some of the objectives were to save

travel time and costs and to see if there would be any effect on students' success. Four schools participated in the project: Two schools with appropriate technology served as experimental sites; one school was a restricted experimental site; and one school was a control site using traditional supervisory methods. Each participant was asked to keep a log of interactions with others on subject matter, type of communication used (telephone visit, fax, computer network, etc.), and comments about the result of the interaction. The logs, student evaluative essays, interviews, and the Microteaching Skills Rating System provided the data for the study. According to the data analysis, 75 percent of the professional contacts were via computer network, the control school had the fewest contacts per student, and most contacts concerned lesson planning and classroom activity. A similar communication network system associated with the College of Education at the University of Virginia, as well as networks in schools, are also discussed. (IAH)

ED 331 798 SP 033 022
Matson, Janis

NAGWS Softball Guide 1991: Official Rules/Officiating.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Report No.—ISBN-0-88314-509-X

Pub Date—91

Note—172p.

Available from—Publications Sales, AAHPERD, 1900 Association Drive, Reston, VA 22091.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Adults, Children, Females, Guidelines, Higher Education, "Professional Associations, Secondary Education, *Softball, *Womens Athletics

Identifiers—*National Association for Girls and Women in Sport, Rules and Regulations, *Sports Officiating

This softball guide presents information on: the National Association for Girls and Women in Sport (NAGWS), rule modifications, softball playing rules, and officiating. Section 1 explains the purpose, beliefs, and services of the NAGWS; provides information on the association's committees and membership application; and explains use of the softball scoresheet, the fundamentals of baserunning, and coach-umpire communication. Section 2 describes rule modifications as applied to the National Junior College Athletic Association, the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics, and secondary schools. Section 3, on softball playing rules, lists 1991 rule changes, details the softball playing rules of the Amateur Softball Association of America (revised 1990), indicates points of emphasis in the rules, and provides an index to rules. Section 4, on officiating, provides information on: NAGWS affiliated boards of officials—their statement of philosophy and honor award; standards for officials' ratings in softball; how to become a rated official; and how to establish an affiliated board, including an application. (AMH)

ED 331 799 SP 033 024
Diem, Liselott

The Important Early Years: Intelligence through Movement Experiences.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

Report No.—ISBN-0-88314-491-3

Pub Date—91

Note—99p.; Originally published in German, 1986. Available from—Publications Sales, AAHPERD, 1900 Association Drive, Reston, VA 22091.

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Children Games, *Creative Development, Health Education, *Intellectual Development, *Motor Development, Neonates, Parent Child Relationship, Parent Role, Perceptual Development, *Perceptual Motor Learning, *Play, Playground Activities, Young Children

It is generally recognized that early childhood experiences are extremely important for human development. The development of rational thinking, attention span, and ability to memorize in the first years of life are very much dependent upon motor experiences gained through exploring and comprehending. Early learning experiences should not be

forced upon the child, but should develop through self-discovery, play with others, and personal challenges. Uninhibited movement experiences, rather than regimented or forced activities, produce the essential and lasting curiosity and thirst for knowledge necessary for human creativity. Within this context, the 28 chapters of this book discuss the following topics: spontaneity and sureness of movement; keen perceptual awareness; orientation in space; rational visualization and creativity in movement; comprehension of situations and independent reaction. The content covers prenatal through age 8, with a heavy focus on preprimary years. The book provides a variety of suggestions on how to promote a child's own competence, starting with the first year of life. (AMH)

ED 331 800 SP 033 025
Black, David R., Ed.

Eating Disorders among Athletes: Theory, Issues, and Research.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport; American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Association for the Advancement of Health Education.

Report No.—ISBN-0-88314-497-2

Pub Date—91

Note—190p.

Available from—Publications Sales, AAHPERD, 1900 Association Drive, Reston, VA 22091.

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Anorexia Nervosa, *Athletes, *Body Weight, *Bulimia, College Athletics, College Students, *Eating Habits, Females, Higher Education, High Schools, Intercollegiate Cooperation, *Womens Athletics

Identifiers—*Eating Disorders

Eating disorders among athletes has become an important topic both nationally and internationally. This volume of empirically focused articles presents theory, issues, and the latest research in a concise form for a variety of audiences. The 11 chapters are: (1) "Eating Disorders among Athletes: Current Perspective" (D. R. Black); (2) "College Athletes and Eating Disorders: A Theoretical Context" (M. E. Burckes-Miller and D. R. Black); (3) "Eating Disorders and Athletes: Current Issues and Future Research" (D. R. Black and S. E. Held); (4) "Prevalence of Eating Disorders among Intercollegiate Athletes: Contributing Factors and Preventative Measures" (S. R. Guthrie); (5) "Eating Related Problems in Female Athletes" (V. G. Overdorf); (6) "Do Female College Athletes Develop Eating Disorders as a Result of the Athletic Environment?" (J. S. Chopak and M. Taylor-Nicholson); (7) "Weight Control among Elite Women Swimmers" (R. Benson); (8) "Disordered Eating Behaviors among Synchronized Swimmers" (C. S. Smithies); (9) "An Exploratory Study of Eating Disorder Characteristics among Adult Female Noncollegiate Athletes" (K. T. Sullivan and D. H. Steel); (10) "Relationship of Self-Concept, Eating Behavior, and Success of Female Collegiate Gymnasts from Big Ten Conference Teams" (V. A. Ubbes); and (11) "Eating Disorders among Athletes: The Future" (D. R. Black). (AMH)

ED 331 801 SP 033 027
Education for the Prevention and Control of AIDS.

Abstract-Bibliography Series 10.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Pub Date—89

Note—119p.

Available from—UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, *Acquired Immune Deficiency Syndrome, *Disease Control, Elementary Secondary Education, Foreign Countries, *Health Education, Health Promotion, Moral Values, *Prevention, *Public Health, Teacher Education, *Teaching Methods

Identifiers—Asia, Pacific Region, World Health Organization

This volume contains abstracts of 60 publications related to the prevention and control of Acquired

Immune Deficiency Syndrome (AIDS). It was prepared in response to the needs of countries in Asia and the Pacific that wish to introduce AIDS education. The documents abstracted were published between 1985 and 1989 and are grouped into seven sections: (1) general information on AIDS; (2) AIDS prevention in schools; (3) personnel training for AIDS prevention and education programs; (4) care and management of AIDS patients and those at risk; (5) AIDS information for specific groups—women, children, teenagers, employers, and mass media workers; (6) ethical, moral, and legal aspects of AIDS; and (7) World Health Organization guidelines on AIDS prevention and control. Included is information on medical aspects of AIDS, curriculum guides, educational strategies, and program development and implementation guidelines. (IAH)

ED 331 802 SP 033 028
Sport Instruction for Individuals with Disabilities.

The Best of Practical Pointers.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

Report No.—ISBN-0-88314-507-3

Pub Date—91

Note—321p.

Available from—AAHPERD, Publications Sales, 1900 Association Drive, Reston, VA 22091.

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adapted Physical Education, Archery, Athletics, Bowling, Elementary Secondary Education, Golf, *Individualized Instruction, Mainstreaming, *Mental Retardation, Normalization (Handicapped), *Physical Disabilities, Racquet Sports, *Team Sports, Weightlifting

Identifiers—*Athletic Administration, *Wheelchair Athletics

This book, written for teachers by teachers, includes articles by 14 contributing authors and is divided into three sections. Section 1 is entitled "Practical Pointers for Team Sports" and contains the following chapters: "Mainstreaming the Physically Handicapped for Team Sports" (S. J. Grosse); "Program Guide to Team Soccer for the Mentally Handicapped" (J. Dover, D. Szymanski); and "Wheelchair Basketball: Individual Skills and Drills" (R. Smith, E. Owen). Section 2, entitled "Practical Pointers for Individual/Dual Sports," contains the following chapters: "Bowling for Individuals with Disabilities" (Young American Bowling Alliance); "Golf" (J. Cowart); "Gymnastics Instruction" (K. Allen); "Mainstreaming the Disabled for Individual Sports" (S. J. Grosse); "Pickle-Ball: A Fun Court Game for Everyone" (J. U. Stein); "Principles and Practices for Championship Performances in Wheelchair Field Events"; "Principles and Practices for Championship Performances in Wheelchair Track Events"; "Sports Adaptations for Students with Crutches: Badminton, Golf, Archery, Tennis" (J. Cowart); "Sports Adaptations for Unilateral and Bilateral Upper-limb Amputees: Archery, Badminton, Baseball, Softball, Bowling, Golf, Table Tennis" (J. Cowart); "Teacher-made Adapted Devices for Archery, Badminton, and Table Tennis" (J. Cowart); "Teaching Tennis to Students with Disabilities" (R. Hester, B. Parks); "Track and Field for ALL Persons" (S. J. Gavron); and "Weight Training for Wheelchair Sports." Section 3, "Practical Pointers for Organization and Administration," contains the following chapters: "Computer Applications in Physical Education and Sport for the Disabled" (J. U. Stein); "Planning and Implementing Intramural Programs for Special Populations" (S. J. Grosse); and "Safety and Injury Prevention for Persons with Disabilities" (T. J. Birk). (LL)

ED 331 803 SP 033 029
Goodman, Marcia Renee

Cooling Hot Topics.

Pub Date—Apr 91

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Literature, Censorship, *Controversial Issues (Course Content), *Educational Environment, English Teacher Education, Higher Education, Inservice Teacher Education, *Lesbianism, Secondary Education, Secondary School Teachers, Sexuality, *Student Reaction, *Teacher Attitudes, Teaching Methods

Identifiers—*Color Purple, *Walker (Alice)

This paper explores questions about why high school English teachers do and do not teach works that they consider to be controversial. It examines the barriers, both internal and external, that these teachers experience and how they perceive the barriers. The teachers were nine participants in a summer university seminar for teachers which focused on Alice Walker's novel, "The Color Purple." Data consisted of materials that the nine teachers produced during the seminar; interviews with them a year and a half after the class; and informal conversations, interchanges, and observations. Analysis of the data revealed that when confronted with teaching controversial material, some teachers experienced emotional anxiety which reflected their own beliefs and fears about the issues in question, fear of disciplinary action by school authorities, concern about students' ability to handle controversial material, and concern about their own ability to present the material adequately. If teachers are to remain engaged and active throughout their careers, it is necessary to find ways to support them in their efforts to bring more realities into the classroom, including emotional realities. (IAH)

ED 331 804 SP 033 030

Chester, Mitchell D.
Changes in Attitudes within First-Year Teachers in Urban Schools.

Pub Date—Apr 91

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Age Differences, *Attitude Change, *Beginning Teachers, Collegiality, Educational Policy, Elementary Secondary Education, Predictor Variables, Resource Materials, *Self Efficacy, Supervisory Methods, Teacher Attitudes, *Urban Teaching
Identifiers—*Connecticut

This study was conducted in the Connecticut public schools during the 1989-90 school year to determine why it is so difficult for urban school districts to recruit and retain teachers. The specific purpose was to identify policy-manipulable variables that predict changes in self-efficacy beliefs within first-year teachers in urban schools. This bifurcated study had a qualitative component involving 5 first-year teachers representing elementary, middle, and high school levels in Hartford and a companion quantitative study involving surveys of 56 beginning teachers in 9 urban districts in Connecticut. Interviews and questionnaires were used to understand the beginning teachers' experiences and relationships with colleagues, supervisors, students, and parents. The teachers' attitudes toward teaching and their self-efficacy beliefs were examined and tracked over the course of the year. The study concluded that self-efficacy is a central determinant of a person's ability to exert power and influence. The findings showed that, in urban schools, changes in teachers' self-efficacy beliefs are influenced by variables that are subject to manipulation. Novices need opportunities for collaboration, allocation of resources, and the attention of supervisors in order to feel the ability to exert power and influence. (LL)

ED 331 805 SP 033 031

Orando, Martha N.
Differentiated In-Service Education.

Pub Date—Nov 90

Note—17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Learning, *Andragogy, Competency Based Teacher Education, Elementary Secondary Education, Individual Differences, *Individualized Instruction, *Inservice Teacher Education, *Learning Modules, Teacher Education, *Teacher Role, Teachers
Identifiers—Knowles (Malcolm S)

The principles of andragogy, as explained by M. S. Knowles, in contrast to pedagogy, provide a frame of reference for a differentiated approach to inservice teacher education. Adults are self-directing and ready to learn when they experience a need to know or do something, are life-, task-, or problem-centered, are motivated by both internal and external forces, and bring with them a variety of life

experiences. Adult educators, therefore, become resource persons and facilitators of learning rather than instructors. Teachers entering an inservice program are at different stages of development and have different needs and learning styles. The Individualized Learning Modules (ILM) format, a competency-based model for inservice teacher education, provides ways to respond to both the characteristics of adult learners and the diverse needs of teachers. Each learning module addresses specific topics and is designed to achieve one or more independent objectives. The ILM includes a self-assessment of needs, content delivery, sources for further investigation, individual study guide, collaborative group learning guide, performance products suggestions, log form, and evaluation form. Participants select the modules or units that will meet their individual needs. The design of an inservice program using well-defined learning modules assures flexibility and provides a means for responding to a variety of needs in a context of mutual respect and collaboration. (AMH)

ED 331 806 SP 033 033

Kennedy, Mary M.
An Agenda for Research on Teacher Learning.

NCRTL Special Report.

Texas Univ., Austin. Center for Foreign Language Studies.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-1054-7673

Pub Date—91

Note—33p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Educational Environment, Educational Principles, *Educational Research, Elementary Secondary Education, Higher Education, Learning Theories, *Research Needs, Research Projects, *Teacher Education, Teacher Education Curriculum, *Teacher Role

Identifiers—*Knowledge Base for Teaching, National Center for Research on Teacher Learning
The Office of Educational Research and Improvement's new National Center for Research on Teacher Learning expects to include at least four elements: to accommodate public expectations for schools, to incorporate a theory of the teacher as a learner, to incorporate a theory of the teacher's task, and to build on a theory of the unique features of teaching practice. This report defines the direction of the center's work with respect to each of these points, reviews what is currently known, and derives the central questions that need to be addressed. The center's agenda is defined according to three important learning tasks: (1) teachers need to transform their beliefs about the nature of subject matter, about the teacher's role in facilitating learning, and about the pedagogical implications of diverse learning; (2) teachers must understand both subject matter and diverse learners; and (3) teacher learning requires a difficult balance between situating new concepts and criteria in the context of practice, on the one hand, and protecting teacher-learners from being overwhelmed by the demands of the situation on the other. The center is conducting three parallel programs of research based on these three tasks. The projects within these programs are listed. More than 100 references are cited. (IAH)

ED 331 807 SP 033 036

DeRuiter, James A.
The Development of Teachers' Pedagogical Content Knowledge.

Pub Date—3 Apr 91

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Course Content, Developmental Stages, *Educational Theories, Elementary Education, Exceptional Persons, Graduate Study, Higher Education, *Holistic Approach, Individual Development, Learning Strategies, Piagetian Theory, Special Education, *Teacher Education Programs, *Teacher Improvement, Teaching Experience, *Teaching Methods
Identifiers—*Teacher Knowledge, Vygotsky (Lev S)

Teachers' pedagogical content knowledge (PCK) may be regarded as developing through several major phases that require time and guided practice. This paper describes a graduate class titled "Learn-

ing and Development in Exceptional Individuals" in which teachers learn about pedagogy and tie it to content teaching as they work with children. The course is structured to be consistent with Piagetian and Vygotskian concepts of the nature of learning and is closely linked to a holistic view of teaching. The interactive teaching approach used in the course recognizes that knowledge is constructed in a social context where each individual's learning is significantly affected by the ideas and actions of others. The paper also describes proposed phases of teachers' development and some characteristics of each phase based on analysis of video tapes of the teachers working with children, teachers' written comments, and follow-up interviews with the teachers. As these information sources have not yet been completely analyzed, the assertions about the data are tentative. It is suggested, tentatively, that teachers may be helped to develop PCK if they: (1) make their epistemology explicit; (2) study students' specific thinking and learning strategies; and (3) understand learning as a holistic process that proceeds through qualitative transformations or phases. (Author/AMH)

ED 331 808 SP 033 038

Orlich, Donald C. Evans, Allen
Regression Analysis: A Novel Way To Examine Staff Development Cost Factors.

Pub Date—15 Mar 90

Note—24p.; Paper presented at the Annual Meeting of the Pacific Northwest Research and Evaluation Conference (18th, Tacoma, WA, March 15, 1990).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, *Educational Finance, Elementary Secondary Education, *Inservice Teacher Education, Meta Analysis, *Program Costs, *Regression (Statistics), *School District Spending, *Staff Development

Few reliable data exist to provide an accurate estimate of the money invested in staff development or inservice programs in the United States for elementary and secondary school personnel. There are, however, some indicators by which costs of staff development programs at the federal level can be inferred. The problem of accurately gauging staff development costs is compounded by the lack of agreed-upon reporting standards and the lack of consistent definitions of what constitutes staff development and inservice education. This paper presents a statistical analysis of the staff development costs reported by four major studies and the implications resulting from that analysis. The statistical analysis focused on two purposes: (1) to explore the degree of correlation between reported staff development cost factors for each of the four studies individually, as well as across all four studies; and (2) to develop appropriate regression equations, based on the calculated correlation coefficients for each of the four studies. One goal of this investigation was the identification of predictive cost factors related to staff development. In this investigation four combinations of factors were found to have sufficiently strong correlations for regression equations to be determined. Implications of the findings for state legislative policy are discussed. Ten tables are appended. (IAH)

ED 331 809 SP 033 040

Snyder, Stephen And Others
The Effect of Instructional Clarity and Concept Structure on Student Achievement and Perception.

Pub Date—Apr 91

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Concept Teaching, Higher Education, *Instructional Design, *Instructional Effectiveness, Learning Theories, *Student Reaction, Teacher Effectiveness, Teaching Methods, Undergraduate Students

Identifiers—*Instructional Clarity

Instructional clarity is a cluster of instructor behaviors that contains an appropriate use of keys, links, framing statements, focusing, and examples and avoids vagueness terms and mazes. In this study, students' (N=59) achievement and their perception of clear instruction were significantly affected by both the amount of clarity an instructor

provided in a classroom presentation and the type of conceptual structuring that was used in a lesson's design. The number of keys, links, framing, focusing, and example moves made by an instructor predicted the amount of achievement that a student would be able to attain in defining, identifying, and applying concepts. Students who were presented with lessons containing more positive instructional clarity moves achieved more. Clear instruction is most beneficial when a variable coordinate concept structure is appropriately used. Achievement of college students is negatively affected by unclear presentations of even well-structured, conceptually presented material. As a concept structure becomes less complex, the amount of instructional clarity becomes less relevant. (IAH)

ED 331 810 SP 033 041

Mertz, Norma T. McNeely, Sonja R.
**Cognitive Constructs of Pre-Service Teachers:
How Students Think about Teaching before
Formal Preparation.**

Pub Date—Apr 91

Note—39p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Cognitive Structures, Elementary Secondary Education, Higher Education, *Instruction, Preservice Teacher Education, Self Concept, *Student Attitudes, *Student Characteristics, Student Experience, Teacher Role, Undergraduate Students

Identifiers—*Constructs
The study reported here is the first step in what is intended to be a multi-stage project to follow 10 prepreparation students as they move through the teacher preparation program and begin to teach. This first stage explored the question of whether these students held cognitive constructs about teaching and what these constructs were like. Data were obtained through one-to-one interviews. (A copy of the interview protocol is included.) Findings indicate that the students did hold cognitive constructs about teaching, that they held different, in part mutually exclusive constructs, and that the constructs were both strongly held and deeply imbedded. The possible influence of cognitive constructs held by prepreparation students on their preparation and classroom experiences is explored, as well as the possible implications of such thinking on research into preservice, novice, and inservice teacher beliefs and practices. (IAH)

ED 331 811 SP 033 042

Seifert, Kelvin L.
**Who Are the Experts? Teachers' and Professors'
Knowledge of Developmental Psychology.**

Pub Date—6 Apr 91

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, Child Psychology, Classification, *Cognitive Processes, *Cognitive Style, *College Faculty, Comparative Analysis, *Developmental Psychology, Elementary Education, *Elementary School Teachers, Epistemology, Higher Education, Teaching Experience

Identifiers—*Teacher Knowledge

This research compared how elementary school teachers and professors of developmental psychology organize knowledge about child development. It compared them in the light of two hypotheses: (1) compared to professors, teachers are "novices" about developmental psychology; and (2) compared to professors, teachers have "different," rather than deficient, knowledge about development and organize their knowledge differently. According to the second hypothesis, teachers and professors are both "novices," but only with respect to each other. Results supported the cognitive difference hypothesis more strongly than cognitive deficit: professors and teachers highlighted different sorts of issues about children when organizing their knowledge of developmental psychology, even though professors provided more verbally prolific taxonomies overall. (Author)

ED 331 812 SP 033 043

Sweeney, Dennis
**An Examination of the Reasons Why Teachers
Change Teaching Jobs.**

RIE SEP 1991

Pub Date—7 Apr 91

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, Elementary Secondary Education, *Labor Turnover, Longitudinal Studies, *Predictor Variables, Public Schools, *Public School Teachers, Regression (Statistics), Special Education Teachers, Student Characteristics, *Teacher Motivation, *Teacher Salaries, Teaching Experience

Identifiers—Michigan

This paper investigates the reasons why teachers change teaching jobs, focusing on movements of teachers between rather than within districts. The dataset traces the careers of full-time Michigan public school teachers during the 1970s. To build the regression models, a discrete-time maximum likelihood method was used. The study is restricted to districts with stable to expanding enrollments to insure that teachers' job changes were voluntary, not driven by layoffs. A separate analysis was made of special education teachers who were in high demand at that time because of new state legislation mandating expansion of special education programs. Results indicate that the probability of a job change increases during the first two years of teaching, then steadily decreases so that there is almost no job movement after the fifth year of teaching. Findings indicate that teachers prefer larger districts to smaller ones, are more likely to leave districts with large numbers of students from families with low socioeconomic status, and are more likely to leave districts with relatively low salary scales. Estimates are made of the effects of salary increases on the probability of retaining experienced teachers in a district. (Author/IAH)

ED 331 813 SP 033 044

Payne, Monica A.
**Helping Caribbean Teacher Trainees To Under-
stand Their Students.**

Pub Date—Apr 91

Note—28p; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Psychology, Foreign Countries, Higher Education, Inservice Teacher Education, *Peer Influence, *Popularity, Secondary Education, *Secondary School Students, *Student Attitudes, Student Characteristics, Student Research, *Teacher Education Curriculum

Identifiers—Barbados

Currently, in both developed and developing societies, there seems to be something of a "crisis of confidence" regarding the ability of formal professional training programs to impact significantly on teachers' instructional and managerial effectiveness in the classroom. From the Caribbean, this paper reports a small-scale project involving: (1) the collection of research data by trainees themselves on their students' perceptions of the dimensions of peer group popularity and unpopularity; and (2) the subsequent utilization of the findings in the psychology component of a program for graduate secondary teachers to enhance understanding of theoretical issues and their practical awareness of classroom dynamics. (Author)

ED 331 814 SP 033 045

MacDonald, Judith R.
**Interviewing as a Mode of Inquiry into Teach-
ing-Parents' Perceptions of the Dual Role.**

Pub Date—6 Apr 91

Note—10p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Interviews, *Parent Attitudes, Parent Child Relationship, *Parent Role, Research Methodology, *Teacher Attitudes, *Teacher Role, Teacher Student Relationship

Identifiers—New Jersey

Analysis of responses of 50 New Jersey teachers who are also parents elicited during one-hour interviews revealed that: (1) when teachers became parents they more fully understood parents and could relate to them more fully; (2) teachers believed they

developed a broadened perspective toward their children; (3) teachers used the knowledge gleaned from teaching with their children; and (4) the patience expended in the classroom depleted teachers' reserves for their children. The interviews were guided by a set of prepared questions but also included amplifications and digressions by the teachers. The interview approach was intended to provide interviewees with an opportunity to discover meaning and understanding through the interview process. (IAH)

ED 331 815 SP 033 046

Madfex, Tania J.
**The Chevron ENCORE Midcareer Program and
the Mid-life Career Change to Teaching Science
and Mathematics Study.**

Pub Date—91

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alternative Teacher Certification, *Career Change, Elementary Secondary Education, Higher Education, Mathematics Teachers, *Midlife Transitions, Nontraditional Students, Science Teachers, Teacher Education, Teacher Shortage

Identifiers—San Francisco State University CA

In 1986, responding to the nation's teacher shortage, especially in the fields of mathematics and science, Chevron USA funded the ENCORE Program to facilitate the entrance of nontraditional recruits into the profession with alternative credentialing. Chevron also funded this study of mid-life career change to teaching in order to enable policymakers and educators to know: (1) if mid-life career changes are really viable candidates to fill vacant teaching positions; and (2) if specialized programs are having an impact on teacher quality and quantity. The study was conducted over a period of one year with 18 ENCORE recruits as subjects. The conclusions were that retraining programs are not going to solve the problems of teacher shortages because they are costly and do not train nearly enough teachers to fill the empty teaching slots. Also, the career transition seems to be too hard and the status and pay of teaching too low to make teaching an attractive second career alternative. Recommendations are made for further study as to why people enter, stay in, and leave teaching. (LL)

ED 331 816 SP 033 049

Grow-Maenza, Janice
**Teacher Education Reform and Curriculum
Change: Four Cases.**

Pub Date—3 Apr 91

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Change Strategies, *Curriculum Development, *Educational Change, Educational Environment, Educational Philosophy, Elementary Secondary Education, *Extended Teacher Education Programs, Higher Education, *Preservice Teacher Education, *Teacher Education Curriculum

Identifiers—Austin College TX, Knowledge Base for Teaching, Northeast Missouri State University, University of Florida, University of New Hampshire

Four case studies of institutions which have made innovations in teacher education are presented in this paper. The four institutions are the University of New Hampshire (Durham), Austin College (Texas), the University of Florida (Gainesville), and Northeast Missouri State University (Kirksville). In each of the programs, change is visible at two levels: substantive change that has occurred in the specific philosophy and knowledge base that drive the program, and structural change that has occurred in the delivery of the new knowledge base. Each program has made structural moves to 5-year teacher education formats. Commonalities and differences among the programs are discussed, including the change processes involved in bringing about curriculum innovation at each institution. A bibliography containing more than 65 references is included. (IAH)

ED 331 817 SP 033 050

Smith, Bruce
The Influence of Context on Teachers' Classroom

Management Decisions.

Pub Date—91

Note—47p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Behavior Problems, *Classroom Environment, *Classroom Techniques, *Context Effect, Decision Making, Discipline, Elementary Education, Models, Planning, *Student Behavior, *Teacher Response Identifiers—*Teacher Thinking

This study investigated the influence of context on teachers' classroom management decisions represented by the interactive classroom management task of handling student misbehavior. A review of pertinent teacher cognition research suggests that the key to understanding classroom management involves investigation of teachers' cognitions in classroom contexts. A complex teacher decision-making model is synthesized from the literature suggesting important cognitive variables which appear to influence teachers' classroom management interactive decisions in context. An ecological theory and model are described and used to explain the classroom context in which these teacher cognitions take place. Elementary school teachers (N=96) answered questions designed to assess their general theories and beliefs about causes of student misbehavior. Mediating cognitions, represented by causal attributes, were then assessed using a vignette design. Results of the study suggest a tendency for teachers to focus on broader contextual frames of reference rather than individual students when making planning decisions. Findings did not provide strong, positive evidence that teachers' higher level cognitions influence their interactive decisions. Assessment instruments used in the study are included in the appendices. (IAH)

ED 331 818

SP 033 055

Lamarine, Roland J. Polkinghorne, Ori

Relationships between Childhood and Adult Physical Activity Patterns in a Community Sample.

Pub Date—[90]

Note—19p.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, *Acrobatics, Age Differences, Childhood Interests, *Developmental Continuity, Exercise, Leisure Time, *Physical Activity Level, *Physical Fitness, Telephone Surveys Identifiers—*Childhood Recollection

This study examined the relationship between adult physical activity levels and patterns of activity that were established during childhood. A random digit telephone survey was conducted of noninstitutionalized residents in a medium sized California city. Subjects ages 18 and over who volunteered to participate were questioned about their involvement in both formal and informal leisure-time physical activities during their childhood and teen years. Self-reported adult levels of aerobic activity were recorded along with reasons for participation in physical activity for all three time periods. Relevant demographic data were also collected. The results indicated that aerobically active adults were significantly more likely to have participated in organized physical activities during childhood. They were also significantly more likely to have been involved with informal physical activities during high school. Self-evaluation of athletic ability during childhood was significantly more favorable among those children who became aerobically active adults. (Author)

ED 331 819

SP 033 056

Berry, Dennis W.

Designing Effective Safety Signs, Based on a Study of Recall for Safety Signs.

Pub Date—[91]

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accident Prevention, College Students, Graphic Arts, Higher Education, *Recall (Psychology), *Recreational Facilities, *Safety Education, *Signs, Swimming Pools Identifiers—*Safety Equipment, *Sign Test

Aside from direct supervision at a recreational facility, safety signs, if designed properly, are the most effective approach to facility safety. This study was conducted to investigate the effectiveness of

various sign designs: (1) multiple concepts with text; (2) single concept with text; and (3) single concept with graphics. A discussion of recall and short term memory is included. College students (N=53) were divided into 3 groups. Group A was exposed to a single concept sign with text; group B was shown a single concept pictorial display; and group C was shown a traditional multiple safety concepts sign. The students were then asked several questions using a whole report method in order to test for recall. The results suggest that single-concept graphic signs provide the strongest visual signal to the observer. The results also imply that educators and recreational facility managers need to re-evaluate their signs, regardless of the activity or recreational site, to maximize and convey the correct safety messages to participants. (LL)

ED 331 820

SP 033 058

Freeman, William H.

Mickey Mouse Goes to Jurassic Park: The Challenge of Technology for Leisure.

Pub Date—7 Apr 91

Note—11p; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (San Francisco, CA, April 7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conformity, Electromechanical Technology, Ethics, *Family (Sociological Unit), Imagination, *Leisure Time, *Technological Advancement, *Technology, *Vacations Identifiers—*Leisure Services, *Theme Parks

This paper examines the family vacation as a common leisure experience, with emphasis on the rise of the theme park. Theme parks, designed to enable parents to entertain everyone in the family with minimal frustration in organization and application, provide a single-price, inside-the-gate, complete experience. In 1955, Disneyland opened in southern California; due to technological advances, today it represents the past. Disney World (in Florida), which represents the present, recognizing that children are well served in all theme parks, pioneered in the future, the major change being in entertainment (live dinosaurs). Biological and electronic technologies have combined to produce live dinosaur clones. What is absent, however, is hands-on excitement. The leisure challenge presents the following problems: (1) people have very little time to play; people forget how to play; and they even forget what play is; and (2) play has become too structured; it is completely rule-bound and calls for little imagination. Visitors to theme parks tend to conform to the technology with unquestioned acceptance. The leisure-oriented solution would be to learn to use technology, rather than just react to it; be innovative and creative in approaching leisure options; and use technology as an asset. (LL)

ED 331 821

SP 033 059

Freeman, William H.

Sport and Technology: Ethics on the Cutting Edge.

Pub Date—6 Apr 91

Note—9p; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (San Francisco, CA, April 6, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Athletic Coaches, *Athletics, *Codes of Ethics, Drug Use, Genetic Engineering, Scientific and Technical Information, *Technological Advancement, *Technology, Values

This paper deals with growing ethical dilemmas in sport as technology advances. Three aspects of sport are discussed: (1) the perpetual conflict between process (training) and product (the actual contest); (2) technophobia, the fear of the new world of technology; and (3) "technosport" or technological training. It is necessary to understand that sport technology requires an ethical foundation, rather than a philosophy of win at any price. Because of such practices as genetic engineering and drug use among athletes to improve performance, decisions must be made on ethical standards and basic rules. Rules set ethical judgments and tell athletes how much is too much and what cannot be done to win. It is not possible to wait until problems become glaring in order to deal with the implications of technology for sport. Sport success should not be simply a matter of who can spend the greatest amount of money and time to train, nor of who is willing to take the most chances with their future

health by abusing their body with overtraining or drugs. The public expects schools to teach right conduct and should expect the same of the sports system. (LL)

ED 331 822

SP 033 061

Frizzell, Linda Bane

Promotion Considerations for Exercise and Physical Activity in Mentally Impaired, Diseased, and Disabled Older Adults.

Pub Date—91

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chronic Illness, *Exercise, *Health Promotion, *Mental Disorders, *Older Adults, Physical Activities, Physical Activity Level, *Physical Disabilities, *Physical Mobility, Rehabilitation, Self Esteem Identifiers—*Facilitators

This paper reports evidence indicating that adapted exercise has a preventive effect on the incidence and progression of chronic diseases which are often related to the aging process. Exercise is known to preserve many physiological responses in the healthy elderly, yet those with physical impairments are often discouraged from exercising because they are considered either too fragile or too mentally inept to receive benefits from physical exercise. However, their need for physical movement and self-esteem is the same as for the "normal" population. The cost/benefit ratio will have far-reaching economic impact if the progress of degenerative disease is ameliorated by regular exercise. Exercises should be modified and adapted to provide for varying levels of skills and ability among senior citizens. Key to developing a safe and beneficial program is a facilitator/instructor who is aware of the following: (1) normal and abnormal responses to exercise; (2) knowledge of whether responses are functional, behavioral, or medication-related; (3) knowledge of correct techniques for exercise movements; and (4) the ability to adapt exercises to extenuating circumstances. Exercise programming based on facts, not stereotypes, should be available for all older adults and, in particular, the mentally impaired, diseased, or otherwise disabled older adult. (LL)

ED 331 823

SP 033 062

Technical Assistance & Dissemination Project To Improve Teacher Education in the Southeast United States. Final Project Report, 1988-89.

Grambling State Univ., LA. Coll. of Education. Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—89

Note—41p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Colleges, Elementary Secondary Education, Faculty Development, Higher Education, *Models, *Preservice Teacher Education, *Program Improvement, *Schools of Education, Teacher Education Programs, *Technical Assistance

Identifiers—Fund for Improvement of Postsecondary Education, *Grambling State University LA, United States (Southeast)

The purpose of this report was to document implementation of the Grambling State University's (GSU) successful teacher training model and the university's project to provide technical assistance and dissemination services to Fund for the Improvement of Postsecondary Education (FIPSE) institutions and to non-FIPSE institutions requesting such services. The study was done in three phases, this report representing the final phase. The intent was to focus on student assessment, faculty development, curriculum revision, instructional development, and program monitoring and evaluation. By replicating its own model and documenting project activities, the university was able to demonstrate that the model provided four major outcomes: (1) an improved pass rate of graduates on the National Teacher Examination (NTE); (2) an updated curriculum; (3) increased enrollment; and (4) an improved public image. This report discusses in detail the project, change objectives, program activities, and project results. Implications are that given adequate resources, leadership, and commitment, teacher education programs across the United States can be noticeably improved by adapting the GSU model. An appendix contains letters, workshop programs, and press releases. (LL)

ED 331 824

SP 033 073

RIE SEP 1991

Roberts, Jo
School Personnel and Improvement Projects: Indicators of Readiness.

Pub Date—Apr 91

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collegiality, Educational Change, *Educational Innovation, Elementary Secondary Education, *Inservice Teacher Education, Instructional Leadership, *Leadership Qualities, *Participative Decision Making, Principals, Program Improvement, Resistance to Change, School Based Management, *School Personnel, Staff Development, Surveys, Workshops

Identifiers—Georgia, *League of Professional Schools GA, Personnel Research, *School Improvement Projects

A study was conducted to examine the perspective of planned change as a conscious, deliberate effort to improve systematic operations and to explore assumptions implicit in theory and literature regarding readiness for change. Entry data were collected at orientation and planning workshops for 42 League of Professional Schools teams from Georgia districts. The schools were represented in three regional 2-day orientation and planning sessions. Each of the 214 attendees was asked survey questions focusing on: happenings in participating schools with respect to instructional changes, decision-making processes, priority instructional initiatives, and perceptions regarding enhancing or impeding factors in terms of the project. The discussion compares and contrasts responses from schools electing to join the League and those choosing not to join. The survey yielded identification of elements of readiness for administrators and staff members planning to engage in large school-based improvement projects. The analysis revealed that such distinct phases and elements relate to and may influence entry decisions and project success, thus raising questions about ways of assisting school personnel to prepare for major improvement efforts. (Author/LL)

ED 331 825 SP 033 078

Marchant, Gregory J.

Examining Metaphors in Teaching through the Use of Simile Lists.

Pub Date—Apr 91

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Construct Validity, Elementary Secondary Education, Factor Analysis, Graduate Students, Higher Education, *Metaphors, *Student Attitudes, *Teacher Attitudes, Teacher Characteristics, Teacher Education, *Teacher Role, *Teaching Conditions, Undergraduate Students

Identifiers—Experienced Teachers, *Similes

Educational researchers have begun exploring teachers' beliefs and construction of knowledge through their use of metaphors. In this study, undergraduate (N=104) and graduate (N=102) education students were asked to respond to open-ended statements concerning what teachers, students, and classrooms were like. The subjects also responded to lists of similes for teachers, students, and classrooms by indicating on a Likert-type scale how often each simile was true. A comparison of the subject-generated similes with the simile-list responses suggested that the simile-list responses were valid reflections of the subjects' personal metaphors. A factor analysis of the similes generated interpretable constructs for understanding the relationships of similes and metaphors. Relationships between subject characteristics and similes and the caregiving construct were established. (Author/IAH)

ED 331 826 SP 033 095

Guidelines for International Teacher Education.
 American Association of Colleges for Teacher Education, Washington, D.C.

Report No.—ISBN-0-89333-057-2

Pub Date—89

Contract—009400281

Note—20p.; Developed in collaboration with the International Council on Education for Teaching and the National Council on Foreign Language

and International Study.

Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$5.00 prepaid).

Pub Type—Guides—General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, *Curriculum Development, Educational Research, Educational Resources, Elementary Secondary Education, Faculty Development, *Global Approach, Guidelines, Higher Education, *International Studies, *Preservice Teacher Education, Program Improvement, Teacher Educators

This project, developed in three phases, called for the development of guidelines that could be used in the United States to internationalize undergraduate teacher preparation curricula. Guidelines were developed, validated, and revised. They consist of seven sections in the following areas: (1) administrative leadership, a commitment to the internationalization of the campus and the curriculum; (2) curriculum development, with international education as a fundamental part of general and professional studies in a culturally diverse and independent world; (3) development of faculty whose teaching, research, travel, and service will reflect the international dimension; (4) student awareness and development of attitudes, skills, and knowledge with a global dimension; (5) provision for resources including personnel, materials, and curriculum; (6) provision of service to local school districts; and (7) the use of international and comparative research in curriculum and faculty development activities. Each guideline consists of a principle, an interpretation of its potential contribution to international education, and a series of questions. (LL)

ED 331 827 SP 033 106

Harnett, Anne Marie

Locating Practice-Oriented Materials in ERIC.

ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-89-6

Pub Date—Jun 91

Contract—R188062015

Note—4p.

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bibliographic Databases, Class Activities, Elementary Secondary Education, Higher Education, Instructional Materials, *Menu Driven Software, *Optical Data Disks, *Search Strategies

Identifiers—*ERIC, ERIC Digests

The Educational Resources Information Center (ERIC) database is now available to many libraries and curriculum centers on compact disc (CD-ROM version), making it easier for teachers to search for and locate materials for day-to-day classroom activities. This digest asks and answers six questions on the kinds of practice-oriented materials in the database and search strategies that will locate them. The six questions are as follows: (1) What types of practice-oriented materials are in ERIC? (2) How does one find such materials? (3) How does one set up a search strategy? (4) What does "Target Audience" indicate in an ERIC resume? (5) How does a searcher use the Target Audience field to find materials? and (6) Are there practice-oriented materials not identified with practitioner labels in the Target Audience field? A list of resources is also included. (LL)

TM

ED 331 828 TM 012 789

Handbook for the New York State Education Department Validation Process: Information, Guidelines, and Forms for New York State Validation of Exemplary Programs.

New York State Education Dept., Albany. Office of Federal Demonstration Programs.

Pub Date—Sep 88

Note—44p.

Pub Type—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Demonstration Programs, Elemen-

tary Secondary Education, *Evaluation Methods, Program Effectiveness, Program Evaluation, *Program Validation, *State Programs

Identifiers—Elementary Secondary Education Act Title IV C, Exemplary Schools, New York State Education Department

The state validation process in New York identifies promising practices developed through the Elementary Secondary Education Act Title IV-C funding. The new validation procedures included in this handbook are revised to: (1) make the evaluation process easier to apply; (2) provide technical assistance in evaluating the project; (3) extend eligibility to other state agencies and not-for-profit organizations; (4) be more flexible in the evidence that can be submitted for validation; (5) increase the number of groups examining each application; and (6) provide immediate feedback to each applicant. Topics include: (1) the context of validation; (2) planning the application; (3) preparing the application; (4) application review and response; (5) the technical assistance visit; (6) presentation to the validation panel; and (7) the validation panel. Appendices include the form used by applicants in the validation process, a guide for internal review, forms for the technical assistance, forms for the validation panel members, recommendations of the validation panel members, and an outline of the New York State Education Department's Validation Process. (SLD)

ED 331 829 TM 014 312

Sierra, Jusu Olaziregi, Ibon

Galbabe C1 y C2 Tests de Lengua Castellano. Escalas 1 y 2. Medida del nivel de Castellano para niños de 7-8 y 10-11 años. Manual de Aplicación. Glotodidaktika-Lanak 27. (Galbabe Language Tests C1 and C2-Spanish, Scales 1 and 2. Measure of Level of Spanish for Children 7-8 and 10-11 years. Test administration Manual. Glotodidaktika-Lanak Series Number 27).

Basque Autonomous Community, Vitoria (Spain).

Dept. of Education, Universities, and Research.

Report No.—ISBN-84-7542-326-4

Pub Date—Nov 86

Note—59p.

Language—Spanish

Pub Type—Guides—Non-Classroom (055)—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basque, Children, Elementary Education, *Elementary School Students, Foreign Countries, Language Proficiency, *Language Tests, Listening Comprehension Tests, Reading Tests, Scoring, Second Language Learning, *Spanish, Speech Communication, *Test Interpretation, Test Items, Test Manuals, Writing Evaluation

Identifiers—*Galbabe Language Tests, Spain, Spain (Basque Provinces)

The Galbabe Language Tests C1 and C2 measure the Spanish language proficiency of children aged 7 to 8 years (C1) and those aged 10 to 11 years (C2). Equivalent tests E1 and E2 measure the Basque language achievement of the same age groups, respectively. Both tests were designed as part of a study of teaching of the Basque language in parts of Spain to persons of Basque heritage. This manual refers only to the C1 and C2 tests, the Spanish language versions. Each test consists of collectively and individually administered sections. The C1 test, pilot tested with 348 students, contains oral comprehension and expression sections; the C2 test, pilot tested with 333 students, contains oral comprehension and expression measures and Spanish reading and writing tests. Detailed instructions are given for test administration. Standards for grading the tests, which consist of workbook responses to oral or pictorial cues, are defined; and instructions are given for scoring. A profile of students' linguistic achievement and a global score that compares each student with the initial sample are produced. Four pages of tables define performance levels and make comparisons between direct and global scores. The test workbooks and scoring sheets are included. Supplementary handouts are provided. (SLD)

ED 331 830 TM 014 656

Some Questions and Answers about Working with

Test Publishers for Chapter 1 Staff.

Chapter 1 Technical Assistance Center, Atlanta, GA. Region 3; Educational Testing Service, Evanston, IL. Test Information Center.

Spons Agency—Office of Elementary and Second-

ary Education (ED), Washington, DC. Compensatory Education Programs.
Pub Date—Aug 85

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Compensatory Education, *Instructional Development, *Norm Referenced Tests, *School Districts, *Scoring, Standardized Tests, Surveys, *Technical Assistance, Test Interpretation, Test Selection, Test Use
Identifiers—Education Consolidation Improvement Act Chapter 1, *Test Publishers

To help Education Consolidation and Improvement Act Chapter 1 personnel work more effectively with test publishers, a survey was conducted of selected publishers of norm-referenced tests commonly used by Chapter 1 Local Educational Agencies (LEAs). The test publishers included: (1) CTB/McGraw-Hill; (2) The Psychological Corporation; (3) the Riverside Publishing Company; and (4) Science Research Associates, Inc. The survey focused on services publishers provide LEAs in: (1) selecting tests and appropriate scoring services; (2) minimizing turnaround time; (3) verifying scoring reports; (4) using test results for instructional planning; and (5) coping with unexpected problems. Survey results are reported in a 19-item question-and-answer format and are grouped by the above topics. It is possible to identify similarities and differences in publishers' practices. (SLD)

ED 331 831

TM 014 669

Lawrence, Barbara

Profiling Chapter 1 Achievement Data.

Chapter 1 Rural Technical Assistance Center, Overland Park, KS. Region 4; Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 87

Contract—300-85-0198; 400-86-0006

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Achievement Tests, Compensatory Education, *Data Interpretation, *Educationally Disadvantaged, Elementary Secondary Education, *Evaluation Utilization, Profiles, *Program Evaluation, Standardized Tests, *Test Results, Test Use

Identifiers—Education Consolidation Improvement Act Chapter 1

This guide presents ways for practitioners to use Chapter 1 achievement data to better understand and evaluate elements of a Chapter 1 program. A variety of types and levels of questions can be addressed with achievement data. Combining standardized achievement test scores with data from the program and from the regular classroom greatly increases the range of questions that can be answered. Full group data allow evaluation of: (1) how program results compare to district, state, or national results in each subject area; (2) what the long-term effects of the Chapter 1 program are; (3) how the standardized test results compare to performance on program criterion measures; and (4) what the trends in achievement over time for each cohort are. Subgroup data allow the determination of the relative gains for students at different levels, and assessment of how students who exit the program compare with those who remain. Individual data can provide insights into how to deal with students who do not seem to progress. Case study analysis can reveal much about the achievement of individuals. Data are generally collected with a specific purpose, but this guide shows ways in which additional questions and hypotheses can be examined. Five graphs and three tables present the study results. (SLD)

ED 331 832

TM 015 437

Gramenz, Gary W. And Others

The Effect of Sex-Dependent Norms on Aggregated Reading and Mathematics Test Scores.

Pub Date—86

Note—22p. Some tables contain broken print.

Journal Cit—Florida Journal of Educational Research; v28 n1 p63-82 Fall 1986

Pub Type—Journal Articles (080)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Students, Elementary Secondary Education, Grade 3, Mathe-

matics Achievement, *Mathematics Tests, Reading Achievement, *Reading Tests, School Districts, Scores, Secondary School Students, *Sex Differences, *Test Norms, Test Results
Identifiers—*Florida, *Stanford Achievement Tests

Differences between school reading and mathematics means, rank orderings, and change scores obtained from total-group and sex-dependent norms were examined for students in grades 2 through 9 in a Florida school district. A preliminary study investigated sex-related differences between verbal and quantitative performance of boys and girls on seven subtests of the Stanford Achievement Test-Seventh Edition (SAT/7). There were approximately 6,000 students at each grade level, and the proportion of boys and girls in the system was virtually identical. An expanded study concentrated on third-grade SAT/7 reading comprehension, concepts of number, mathematics computation, and mathematics applications subtest scores for 1983 and 1984. Data for 2,425 boys and 2,343 girls in 1983 and 2,411 boys and 2,458 girls in 1984 were studied. Small mean differences were found in approximately 10% of the cases, and shifts in rank order were neither widespread nor large. Most of the sex-dependent change scores of schools with a 20% or greater shift in the proportion of boys over a 2-year period were larger than the corresponding total-group values. These findings do not justify the use of sex-dependent norms for such purposes as program evaluation, merit school award programs, and longitudinal comparisons of schools. Seventeen data tables are included. (SLD)

ED 331 833

TM 015 543

Dirkes, M. Ann

Measurement of Achievement and Transfer through Divergent Thinking.

Pub Date—[Oct 84]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, *Cognitive Tests, *Divergent Thinking, *Education Majors, Graduate Students, Higher Education, Preservice Teacher Education, Problem Solving, Scoring, Test Construction, *Test Format, Test Interpretation, Thinking Skills, *Transfer of Training

Identifiers—*Teacher Competency Testing

A divergent thinking (DT) test format, scored for flexible and original thinking, is presented. The DT test format, designed to assess teacher competencies and estimate the transfer of competencies to new situations, was administered to graduate students enrolled in a testing course. The DT format allowed students to list phrases and sentence fragments; this procedure highlighted the purpose of the test, namely, to elicit flexible and original thinking. Fifty-six students, most of whom were certified teachers, were asked to use divergent thinking on a quiz. The purposes of the quiz were to: (1) instruct students in the art of testing through idea production; (2) measure students' subject matter achievement; and (3) approximate transfer of learning. Students were asked to: (1) list as many ideas as possible about the interpretation of a test they had administered; and (2) list five criteria for selecting the most important factors in the interpretation of test scores. The scoring of this DT test is illustrated. Students who scored well drew on their recent experiences in test construction, scoring, and preparing report cards; recalled idea from instruction; and created new ideas during the quiz. The review of items listed by the students indicated that the DT test format measured course objectives as well as would conventional tests. Sample test responses are provided. (SLD)

ED 331 834

TM 015 734

Schwartz, Judith L., Ed. Viator, Katherine A., Ed.

The Prices of Secrecy: The Social, Intellectual, and Psychological Costs of Current Assessment Practice. A Report to the Ford Foundation.

Educational Technology Center, Cambridge, MA. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Sep 90

Contract—880-0961

Note—117p.

Available from—Educational Technology Center, Nichols House, Harvard Graduate School of Education, Cambridge, MA 02138 (Order No. 90-00, \$10.00).

Pub Type—Collected Works - General (020)—Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Accountability, *Achievement Tests, Confidentiality, *Educational Assessment, Educational Technology, Elementary Secondary Education, *Standardized Tests, Test Bias, Test Construction, *Testing Problems, Test Items
Identifiers—Large Scale Programs, Open Testing, *Secrecy, Test Disclosure, Test Security

Problems in accountability assessment are examined from a unique perspective by considering the prices paid as a result of the use of secret tests (tests comprised of items drawn from non-publicly available item banks). This report is a compilation of the following articles: (1) "The Social, Intellectual, and Psychological Prices of Secrecy" (K. A. Viator); (2) "Secrecy in Testing: The Social Costs from an Equity Perspective" (A. G. Hilliard, III); (3) "The Unfair Effects of Standardized Testing on Blacks and Other Minorities" (C. V. Willie); (4) "The Legal Advantages of Openness in Testing" (J. P. Heubert); (5) "Sending Clear Signals to Schools and Labor Markets" (S. E. Berryman); (6) "The Intellectual Prices of Secrecy in Mathematics Assessment" (J. L. Schwartz); (7) "Assessment in Science Education" (S. A. Raizen); (8) "Language and Language Arts Assessment" (C. S. Chomsky); (9) "Secure Tests, Insecure Test Takers" (G. Wiggins); (10) "The Psychological Costs of Secrecy and the Promise of Openness: The Impact on the Teacher" (E. K. Stage); (11) "Testing, Teachers, and Schools" (V. Perrone); and (12) "A Role for Technology in Changing Assessment: From Bias, Mediocrity, and Intimidation to Fairness, Challenge, and Support" (J. L. Schwartz). The papers focus on large-scale standardized tests and the impact of secrecy for three separate aspects of education: social; intellectual; and psychological. It is concluded that disclosure may improve test quality. (SLD)

ED 331 835

TM 015 762

North Carolina Scholastic Aptitude Test Results:

State and 126 School System Reports, 1990.

Volume 2.

North Carolina State Dept. of Public Instruction, Div. of Accountability.

Pub Date—90

Note—519p. For Volume 1, see TM 015 763.

Pub Type—Numerical/Quantitative Data (110)—Reports - Evaluative (142)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Academic Achievement, Aptitude Tests, College Bound Students, *College Entrance Examinations, Educational Change, High Schools, Local Norms, Mathematics Tests, National Norms, *School Districts, Scores, Standardized Tests, *State Norms, Statistical Data, Tables (Data), *Test Results, Verbal Tests
Identifiers—*North Carolina, *Scholastic Aptitude Test

The analysis of North Carolina performance on the Scholastic Aptitude Test (SAT) is part of a larger program addressing the improvement of public school students' performance on skills measured by the SAT. This second of two volumes presents individual school system profiles for the mathematics and verbal sections of the SAT for the 126 school systems that released their scores. The profiles include disaggregated scores for subgroups of students according to: (1) total year-long credits in six academic subjects; (2) sex; (3) ethnicity; (4) family income; (5) parental education level; and (6) self-reported academic grade point average. Tabulated data in the profiles also include: the participation rate (PR), which is computed by dividing the number of SAT takers by the 7th-month grade 12 average daily membership; the yield, which uses both the average percent correct achieved on a test and the PR; and mathematics and verbal percent correct scores, which are based on the percent of the total scale score achieved. The yield index permits the state or school system to compare its performance from year to year on a scale adjusted for varying PRs. North Carolina's PR was 52% in both 1989 and 1990, based on the 126 school systems and the calculation of PR. The state's mathematics yield was 17 in 1989 and 21 in 1990; and the verbal yield was 17 for both years. Mathematics and verbal test results are provided in two tables, respectively, for each of the 126 school systems. (SLD)

ED 331 836

TM 015 763

North Carolina Scholastic Aptitude Test Results: State and 126 School System Reports, 1990.

Volume 1.

North Carolina State Dept. of Public Instruction, Div. of Accountability.

Pub Date—90

Note—87p.; For Volume 2, see TM 015 762.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Aptitude Tests, College Bound Students, *College Entrance Examinations, High Schools, Local Norms, Mathematics Tests, *School Districts, Scores, Standardized Tests, *State Norms, Statistical Data, Tables (Data), *Test Results, Verbal Tests

Identifiers—*North Carolina, *Scholastic Aptitude Test

In 1989, North Carolina's scores on the Scholastic Aptitude Test (SAT) were the lowest in the nation. The Superintendent of Public Instruction developed a plan to address this situation, and North Carolina scores improved in 1990 to rank above South Carolina. This report is one aspect of the improvement plan. This first of two volumes introduces the report; describes the data; and focuses on national and North Carolina performance on the SAT historically, in 1989, and in 1990. SAT results were released by 126 North Carolina school systems. Summary school system data are provided, and successful school systems are highlighted. The data in this report are taken from three primary sources: "National College-Bound Seniors: 1990 SAT Profile", "North Carolina College-Bound Seniors: 1990 SAT Profile", and a data tape of individual results for the 126 school systems releasing scores to the Department of Public Instruction. Comparisons were made of the 1989 performance of subgroups of students to the same subgroups in states that are demographically similar to North Carolina and have similar proportions of students taking the SAT. Thirteen tables and six charts are provided. (SLD)

ED 331 837 TM 015 766

Wynstra, Sharon Cummings, Corenna
Science Anxiety: Relation with Gender, Year in Chemistry Class, Achievement, and Test Anxiety.

Pub Date—Oct 90

Note—7p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-19, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Advanced Courses, *Chemistry, High Schools, *High School Students, Introductory Courses, Science Education, Science Instruction, *Sex Differences, *Test Anxiety, Test Reliability

Identifiers—*Czerniak Assessment of Science Anxiety, *Science Anxiety

The relationships of science anxiety to measures of achievement, test anxiety, year of chemistry taken, and gender were investigated for high school students; the study also attempted to establish reliability data on the Czerniak Assessment of Science Anxiety (CASA) of L. Chiarelotti and C. Czerniak (1987). Subjects were 101 students (45 males and 56 females) in grades 10 through 12 in chemistry classes in a public high school in Rockford (Illinois). Sixty-one of the students were in a first-year chemistry class, and 40 of the students were in a second-year chemistry class. Correlations were determined between the CASA and (1) the first chapter test, (2) the quarter grade, and (3) the Test Anxiety Inventory (TAI). The 6-month test-retest reliability on the CASA was 0.69. The internal consistency (alpha) was 0.93 for the test and 0.94 for the retest. There was no significant correlation between the CASA and achievement, the CASA and the TAI, or the CASA and the worry subscale of the TAI. There was a significant correlation between the CASA and the emotionality subscale of the TAI. Females scored significantly higher than did males on the CASA, and first-year students scored higher than did second-year students on the CASA. The mean on the test was significantly higher than on the retest. This study supports the reliability of the CASA. A 25-item list of references is included. (SLD)

ED 331 838 TM 015 773
Feedback, Dropout Rates: Where Are They Headed?

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-89.18

Pub Date—Aug 90

Note—6p.

RIE SEP 1991

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cohort Analysis, *Dropout Rate, *Enrollment Trends, Graphs, High Schools, *High School Students, Junior High Schools, *Junior High School Students, Longitudinal Studies, School Districts, Statistical Data, *Student Attrition, Tables (Data), *Trend Analysis

Identifiers—*Austin Independent School District

TX, Fact Sheets

The Office of Research and Evaluation of the Austin (Texas) Independent School District (AISD) has been monitoring the dropout situation in the AISD since 1983-84. In July 1986, a computerized database, the Secondary Student Longitudinal File, was constructed to enable tracking of the enrollment of any group of students beginning with the 1983-84 school year for high school students and the 1985-86 school year for seventh- and eighth-grade students. Dropout rates are also calculated by ethnicity. This fact sheet provides selected statistical data on trends in dropout rates in the AISD between the 1983-84 and 1988-89 school years. The total dropout rate in 1988-89 in grades 7 and 8 (4.2%) was the lowest it has been since monitoring was initiated. The dropout percentage in 1988-89 for grade 9 was lower than in the preceding year. Longitudinal dropout rates are given for the senior high school 1983-84 cohort and the junior high school 1985-86 cohort. By 1989, 29.8% of students who began secondary school in 1983 had dropped out of school. In the same year, 17.2% of those who had started in 1985 had dropped out of school. Three tables and four graphs provide statistical data. (SLD)

ED 331 839 TM 016 214

Chandler, Jean

Increasing Contact between Home and the High School.

Pub Date—Feb 91

Note—11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Boston, MA, February 13-16, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, *Community Involvement, *Counselors, Family Involvement, *Family School Relationship, High Schools, Parent Associations, Parent Participation, Questionnaires, *School Surveys, *Secondary School Teachers

School and family surveys were conducted to study home-school contact for families with high school students. Methods for a public high school to increase such contact are described. About 33% (108) of the teachers, counselors, and administrators at a public high school (with an enrollment of about 2,200 students) answered a questionnaire in February 1990 concerning their contact with students' families that year. Eighteen of the respondents were advisors to first-year students. Respondents had talked with between 0 and 125 families, with a median of 10. Slightly over half of the contact was conducted by phone, and about half was initiated by the school staff member. Teachers were more likely than counselors to think that the outcome of the contact was positive. About 6% (135) of family members of students completed a questionnaire in October 1990 concerning home school contact. Respondents, though not extensively involved, appeared more involved with the school than non-responding families. Efforts to involve more parents included improving communications, using the languages spoken in the community. Community outreach and parent information nights promoted involvement. A Parent Advisory Council was formed, and small support groups for parents were developed. The school was restructured into "houses" to form smaller communities, and parent liaison staff was designated. A summary of survey results is included. (SLD)

ED 331 840 TM 016 223

Millin, Betty Phelan, William T.

Planned Change in Higher Education.

Pub Date—[88]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *Change Strategies, College Faculty, Community Leaders, *Educational Change, Evaluation Methods, Field Tests, Higher Education, Interviews, *Models,

*Organizational Change, *Participatory Decision Making, *Planning, Questionnaires, Teacher Role, Universities

Identifiers—*Enhanced Normative Systems Model

(Terry)

Using the Dunkin and Biddle model, this field study examined the effects of the application of the assessment and goal-setting stage of the Enhanced Normative Systems Model (ENSM) on change at a state university. The ENSM, a blending of the Normative Systems Model and Metanoic Principles, emphasizes participant decision making and cultural change. The processes experienced by a commission appointed to study academic organization (composed of 15 faculty, 2 administrators, and a community leader) were examined using reports and documents, interviews with 8 community leaders and faculty members, a questionnaire completed by many faculty members, and a participant observer. Data were organized according to the ENSM's major theoretical process occurrences (a shared vision, alignment around the vision, participant decision making and involvement, internal and external assessment, and organizational culture change) and the product outcomes of change and increased participant decision making. These outcomes were reflected in the growing involvement of faculty from the initial 15 to over 70 in the evolved council and committees. Analysis of the data suggest that the process occurrences can assist movement toward cultural change. The ENSM is supported as a participatory change approach to higher education. The findings question the leader's role as the originator of the vision, and suggest that a more effective leader may be one who encourages and supports members of the organization to fulfill leadership roles. Three figures, one table, and a 57-item list of references are included. (SLD)

ED 331 841 TM 016 235

Chandler, Theodore A. Spies, Carl J.

Semantic Differential Comparisons of Attributions and Dimensions between U.S. and Israel.

Pub Date—Feb 91

Note—17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-17, 1991).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adults, Analysis of Variance, *Attribution Theory, Causal Models, Comparative Testing, Cross Cultural Studies, *Education Majors, Foreign Countries, *Graduate Students, Higher Education, Locus of Control, Personality, Psychological Characteristics, Rating Scales, *Semantic Differential, *Undergraduate Students

Identifiers—*Israel, *United States

Beliefs about the causes of success and failure in academic achievement were compared for students in the United States and Israel. The following 11 attributions were placed randomly in a questionnaire format: (1) mood; (2) skill; (3) knowledge; (4) chance; (5) effort; (6) competence; (7) help; (8) ability; (9) task; (10) bias; and (11) luck. Each was followed by a random ordering of five 7-point scales on the following dimensions: external-internal; global-specific (to a particular situation); uncontrollable-controllable; stable-unstable; and predictable-unpredictable. Subjects were asked to rate the attributions. The United States sample included 50 undergraduate education students, 50 undergraduates from an introductory psychology course, and 50 adults who had never attended a college or university. The Israeli sample included 53 undergraduate education students, 80 graduate education students, 56 undergraduate psychology students, and 50 adults without a college background. Three-way factor analyses of variance were used for group, sex, and attributions. Israelis were more internal than were subjects from the United States for task difficulty and luck, and were less predictable on task difficulty, less controllable for competence, but more controllable for luck. In all four groups, attributions of skill, knowledge, and luck revealed the largest differences between the two groups. Results are discussed in terms of the cultural views and experiences of the two populations. The rating scale used is included. (SLD)

ED 331 842 TM 016 249

Liao, Yuen-Kuang Cliff

Effects of Computer Programming on Students' Cognitive Performance: A Quantitative Synthe-

sis.
 Pub Date—[90]
 Note—41p.
 Pub Type—Reports - Research (143)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Cognitive Ability, Cognitive Processes, Computer Science Education, Computer Uses in Education, *Effect Size, Elementary Secondary Education, Literature Reviews, Meta Analysis, Outcomes of Education, *Performance Factors, *Programming, Programming Languages
 A meta-analysis was performed to synthesize existing data concerning the effects of computer programming on cognitive outcomes of students. Sixty-five studies were located from three sources, and their quantitative data were transformed into a common scale—Effect Size (ES). The analysis showed that 58 (89%) of the study-weighted ESs were positive and favored the computer programming group over the control groups, while seven (11%) of the study-weighted ESs were negative and favored the non-programming group. The overall grand mean of the study-weighted ESs for all 432 comparisons was 0.41, suggesting that students having computer programming experiences scored about 16 percentile points higher on various cognitive ability tests than did students who did not have programming experiences. In addition, 14 of the 28 coded variables selected for this study (e.g., type of publication, grade level, language studied, and duration of treatment) had a statistically significant impact on the mean study-weighted ES. The findings suggest that the outcomes of learning a computer language go beyond the content of that specific computer language. The results also illustrate a mildly effective approach for use by instructors for teaching cognitive skills in a classroom setting. Four tables and one graph illustrate the analysis. A 79-item list of references is included. (Author/SLD)

ED 331 843 TM 016 271

Janasy, Janine E.
 An Overview of the Analysis of a Single-Subject Design with Recommendations.
 Pub Date—Apr 91
 Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
 Pub Type—Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Data Interpretation, Graphs, Literature Reviews, Observation, *Research Design, Research Reports, *Statistical Analysis
 Identifiers—*Single Subject Designs, *Smoothing Methods

The statistical analysis of data from a single-subject design is somewhat controversial. The procedure most often chosen to examine data from a single-subject design involves the visual inspection of the graphed outcome variable over time. Problems associated with this procedure are discussed, and questions about the use of traditional statistical tests are reviewed. To supplement visual inspection of the data, the non-parametric smoother proposed by J. W. Tukey (1977) is presented as an appropriate and useful technique for interpreting such data. Two working examples are presented with single-subject data from: (1) baseline observations of the level of a particular hormone; and (2) observations of the behavior of a subject. Four graphs illustrate these working examples. A 46-item list of references is included. (SLD)

ED 331 844 TM 016 339

Gafni, Naomi.
 Differential Item Functioning: Performance by Sex on Reading Comprehension Tests.
 Pub Date—91
 Note—10p.; Paper presented at the Annual Meeting of the Academic Committee for Research on Language Testing (9th, Kiryat Anavim, Israel, April 23-27, 1990).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Entrance Examinations, Comparative Testing, Foreign Countries, Higher Education, *Item Bias, Reading Comprehension, *Reading Tests, Secondary Education, *Sex Differences, Test Content
 Identifiers—*Israel, *Psychometric Entrance Test (Israel)

Items in the verbal (Hebrew and English) sections of the Psychometric Entrance Test (PET) administered for university admission in Israel were studied for differential item functioning (DIF) between the

sexes. Analyses were conducted for 4,354 males and 4,901 females taking Form 3 of the PET in April 1984, and 3,786 males and 3,815 females taking Form 17 of the PET in April 1987. Three subtests were examined: (1) verbal reasoning; (2) English; and (3) mathematical reasoning (a control non-verbal test). DIF was determined for the 1984 population through the weighted sum of the differences between the two groups and across all ability groups; and the root of the mean squared differences as defined above. These two indices and a Mantel-Haenszel chi square test examined DIF for the 1987 group. About one-third of the items in the verbal and mathematics reasoning tests were found to have DIF, but few English subtest items did so. The content of some of the items exhibiting DIF was clearly related to stereotypical perceptions of feminine and masculine areas of interest. Implications for test content are discussed. (SLD)

ED 331 845 TM 016 340

Reckase, Mark D. Hirsch, Thomas M.
 Interpretation of Number-Correct Scores when the True Number of Dimensions Assessed by a Test Is Greater than Two.

Spons Agency—Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
 Pub Date—Apr 91

Contract—ONR-N00014-89-J-1988

Note—33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—College Entrance Examinations, Comparative Analysis, Higher Education, High Schools, Mathematics Tests, *Multidimensional Scaling, *Scoring, Simulation, *Test Interpretation, Vectors (Mathematics)

Identifiers—ACT Mathematics Placement Examination, Exploratory Factor Analysis, *Number Right Scoring, Unidimensionality (Tests)

This paper addresses the problem of whether two-dimensional solutions with different apparent meanings and different implied interpretations of the number-correct scale could be produced from the same test data set by simply shifting the orientation of the two-dimensional projection plane. An artificial data set of 3,000 response vectors and a real data set (3,153 examinees) obtained from administration of the American College Testing Program 60-item Mathematics Test were used. For the artificial data set, the alternative orientations of the two-dimensional projection plane in the three-dimensional space did suggest different interpretations of the unidimensional score. The relative position of item vectors changed with each orientation, and the definition of the axes in the two-dimensional solution was different in each orientation. Results with the real data were not as clear as those for the artificial data; however, some differences in the dimensions of the solutions were apparent. Results imply that multidimensional exploratory analyses should follow a strategy that emphasizes determining the largest number of dimensions that yield meaningful results, rather than the smallest number of dimensions that come close to reproducing the relationships in the data. Five tables and five graphs illustrate the discussion. (SLD)

ED 331 846 TM 016 343

Sinkavich, Frank J.
 Metamemory, Study Strategies, and Attributional Style: Cognitive Processes in Classroom Learning.

Pub Date—Apr 91

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Adult Education, *Attribution Theory, Classroom Techniques, *Cognitive Processes, Educational Psychology, *Graduate Students, Higher Education, Learning Strategies, Memory, *Metacognition, Performance Factors, Predictor Variables, Regression (Statistics), *Study Skills

Identifiers—Attribution Style Questionnaire, Learning and Study Skills Questionnaire

The relationships between classroom performance and five possible predictor variables were studied. The ways in which these variables relate to

performance in a classroom learning situation were examined, with the hypothesis that attributional style and motivation would be the best predictors of classroom performance. The variables were: (1) attributional style; (2) motivation; (3) self-testing ability; (4) information processing ability; and (5) use of metamemory. Subjects were 49 students from two graduate educational psychology courses who took two course examinations and one final examination. Students completed the Attributional Style Questionnaire and the Learning and Study Strategies Inventory and made confidence predictions for each item on each examination. Results of a stepwise regression analysis indicate that the use of metamemory, motivation, and attributional style comprised the best subset of predictors for examination performance. Use of metamemory and motivation were significantly correlated with performance. Implications for adult instruction and future research are discussed. Four tables provide data, and an 85-item list of references is included. (SLD)

ED 331 847 TM 016 344

Benson, Peter McMillen, Marilyn Miles
 Private Schools in the United States: A Statistical Profile, with Comparisons to Public Schools.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-91-054

Pub Date—Feb 91

Note—172p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Catholic Schools, Comparative Analysis, Data Collection, Educational Trends, Elementary Secondary Education, Graphs, Institutional Characteristics, National Surveys, *Private Schools, *Profiles, Public Schools, *School Statistics, *Statistical Data

A statistical portrait is provided of private schools in the United States, using the best national data available to the National Center for Education Statistics (NCES). Previously published work is used to give an overview of private schools from 1980-81 through 1985-86. Following an introductory examination of private schools in the United States, Chapter 2 provides estimates and trends. Chapters 3 and 4 synthesize national data on the number and characteristics of private school students, teachers, and other staff. Chapter 5 discusses curriculum, resources, and student outcomes. Chapter 6 reviews national data on parental choice. Chapter 7 reviews upcoming research efforts of the NCES concerning private schools. In 1985-86, private elementary schools and secondary schools accounted for about 25% of all schools, between 12 and 13% of all students, and about 14% of all teachers. Eight of 10 private schools had a religious orientation; 36% were Catholic schools, and about 60% of all private school students were in Catholic schools. Program emphasis varied by school orientation. Seventy tables provide information about the private schools, and 12 graphs further illustrate the discussions. Appendix A contains 20 standard error tables. Appendix B reviews data collection procedures. (SLD)

ED 331 848 TM 016 347

Nuthall, Graham Alton-Lee, Adrienne

Making the Connection between Teaching and Learning: Determining How Pupils Learn from the Information They Are Exposed to in the Classroom.

Pub Date—Apr 91

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, *Classroom Techniques, Elementary Secondary Education, Foreign Countries, *Learning Processes, *Outcomes of Education, Predictive Measurement, Schemata (Cognition), *Student Experience, Teacher Effectiveness, Teaching Methods

Identifiers—New Zealand, *Understanding Learning Teaching Proj (New Zealand)

New analytic procedures are presented for determining the relationship between students' experience in classrooms and learning curriculum content. Based on data obtained from two studies in the Understanding Learning and Teaching Project (ULTP)

conducted at the University of Canterbury (New Zealand), an analysis of the multi-layered nature of student classroom experience is conducted. In addition, a model of learning and schema construction is developed which predicts student learning of each test item. Four dimensions of classroom experience are emphasized: knowledge and skill acquisition, task accomplishment, personal development and interpersonal interaction, and cultural processes. The prediction procedures involve using data from observations and recordings of public and private behaviors and utterances of selected case study students. The model and analytic procedures accurately predict 83% of the outcomes of individual test items. The nature of the learning processes implied by the model and the implications for understanding effective teaching are discussed. Nine tables, one figure, and six flowcharts are included. Appendices include the design of the four studies in the ULTP, sample item files from the two studies, guidelines for coding the content of student responses, rules for predicting learning outcomes from the information stream, functional classifications of student behaviors, and validity coding categories. (TJH)

ED 331 849 TM 016 351

Hoffman, Lee McGraw. Levine, Roger. Self Reported Capacity of State Education Agencies To Provide Standard Dropout Data.

Pub Date—Apr 91

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Agency Role, Comparative Analysis, *Data Collection, Dropout Rate, *Dropout Research, Elementary Secondary Education, *Feasibility Studies, Field Tests, Interviews, National Surveys, Research Methodology, State Agencies, *State Departments of Education, Statistical Data, Telephone Surveys

Identifiers—*Common Core of Data Program

As a step in considering the addition of dropout statistics to the Common Core of Data (CCD) collected by the National Center for Education Statistics, telephone and personal interviews about the feasibility of implementing a standard national dropout statistics collection were conducted. Interviews were held from May through September of 1990 with different survey instruments for 30 participating states and 24 nonparticipating states. Open-ended and forced-choice questions were included to identify perceived barriers to and incentives for full-scale implementation of dropout statistic collection. Twenty-eight participating states believed that the data collection was feasible for statewide implementation. Nineteen of the non-participants reflected a similar attitude, responding that there were no serious barriers to providing dropout data if such an item was added to the CCD. Major areas to be addressed before adding a dropout statistic to the CCD include: (1) logistical problems in data collection and reporting; (2) problems of complicated and rigorous definition of dropouts; (3) determining the possibility of assessing the status of school leavers with sufficient accuracy to provide a reliable dropout count through school district records; (4) problems of classifying school leavers as dropouts with sufficient comparability when state policies and procedures differ; and (5) determining the effects of differences in operations among state agencies. Four tables present the survey results. (SLD)

ED 331 850 TM 016 353

Goodson, Jules M. Training, Data Collection and Scoring of the 1990 Trial State Assessment.

Pub Date—Apr 91

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Paper is based on the National Assessment of Educational Progress 1990 Technical Report and the Technical Report for the 1990 Trial State Assessment Program.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Data Collection, Grade 8, Junior High Schools, *National Surveys, Program Implementation, *Scoring, *State Programs, Testing Problems, *Testing Pro-

grams, *Training Identifiers—National Assessment of Educational Progress, *Trial State Assessment (NAEP)

Procedures used in securing the cooperation of states and schools for the 1990 Trial State Assessment Program (TSAP) of the National Assessment of Educational Progress (NAEP) are described. These include procedures for: (1) the 1989 Field Test; (2) the training of local administrators and quality control monitors; and (3) scoring and processing answer booklets. Each participating jurisdiction selected a State Coordinator. At the local level, a Local Assessment Administrator was responsible for preparing for and conducting the assessment session in one or more schools. The NAEP hired and trained a State Supervisor for each state to work with the State Coordinator. Quality Control Monitors (four per state) were hired by the state collection subcontractor. The 1989 Field Test in 27 jurisdictions gave states an opportunity to rehearse for the 1990 TSAP in 40 jurisdictions. Processing and scoring for the 1990 TSAP involved 107,337 assessment booklets and 20,225 teacher and excluded student questionnaires. After collection, scoring was done by extensively trained readers of the 1990 National Program of the NAEP. Transcription of student responses into machine-readable form was achieved through data entry, validation, and resolution and storage. Three tables present study data. (SLD)

ED 331 851 TM 016 361

Fisher, William P., Jr. The Hermeneutic of Additive Conjoint Measurement in Educational Research.

Pub Date—Apr 91

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Information Analyses (070)—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults, *Educational Research, Ethnography, *Hermeneutics, Literature Reviews, Metaphors, Models, Philosophy, Qualitative Research, *Research Problems, Social Science Research

Identifiers—*Additive Models, *Conjoint Measurement

Additive conjoint measurement models for educational research are construed as practical applications of the hermeneutic theory of scientific instrumentation. It is argued that the model of the text is no less paradigmatic for quantitative method in the natural and social sciences than it is for qualitative, ethnographic methods. It is also suggested that qualitative ethnographic research limits itself if it does not follow through on its critique of quantitative thinking by demonstrating the alternatives it offers. Two studies were conducted to test the hypothesis that metaphors provide virtual meanings that can be honed into actual measures. In one study, a relatively homogenous sample of 36 Americans rated the meaningfulness of 68 entailments of the metaphor "love is a rose." In the second study, a group of Nigerians rated the meaningfulness of a local saying. Both studies support the hypothesis that the virtual measures of meaning provided by language can be sharpened into actual quantitative measures. Implications for application of conjoint measurement models are discussed. It is concluded that the methodological and epistemological dilemma of social research is more complex than merely recognizing the barriers to scientific objectivity; it is more a matter of recognizing that the model of objectivity which researchers have attempted to replicate does not exist even in the sense of a heuristic device. Six tables present study data. An 81-item list of references is included. (SLD)

ED 331 852 TM 016 363

Miron, Louis F. And Others Implementing Accelerated Schools in New Orleans: The Satellite Center Project as an Agent of Change.

Pub Date—Apr 91

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Change Agents, College School Cooperation, Cooperative Learning, *Educational Change, Educationally

Disadvantaged, Elementary Education, Elementary Schools, *Elementary School Students, *High Risk Students, Parent Participation, Participative Decision Making, Pilot Projects, *Program Implementation, School Based Management, Universities, Urban Schools Identifiers—*Accelerated Schools Movement, New Orleans Public Schools LA, *Satellite Learning Center Project

An overview is provided of the Accelerated Schools Project (ASP) as implemented in one urban elementary school in New Orleans, emphasizing the role of the University of New Orleans Satellite Center. The present student population of the school studied is 405 students in grades pre-kindergarten through six. The ASP is a non-traditional strategy for raising the academic performance of at-risk/educationally-disadvantaged students. Developed by H. M. Levin of Stanford University (California) in 1986, the project relies on the creation of cooperative learning activities that manifest high expectations and high status for every student in participating schools. The project is linked to high parental involvement, school-based management, innovative uses of community resources, and development of a cooperative decision-making mechanism. The Satellite Center, a recipient of technical support from Stanford University, selected the school for the pilot test and provided training for teachers in the selected school. Model implementation is planned for four phases: (1) establishing the baseline; (2) developing a vision of the school after 6 years; (3) comparing the vision and the baseline; and (4) identifying priority needs and beginning to work on them. Evaluation at the end of the first phase of intervention (the decision process) established the necessity for good leaders and the importance of the Satellite Center as a change agent. Three appendices present documents related to the school selection process and the implementation of the project. (SLD)

ED 331 853 TM 016 368

De Corte, Erik And Others Students' Comprehension Processes when Solving Two-Step Compare Problems. Leuven Univ. (Belgium). Center for Instructional Psychology.

Pub Date—Apr 91

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, *Cognitive Processes, *College Students, Comparative Analysis, *Comprehension, Difficulty Level, *Eye Fixations, Higher Education, *Problem Solving, Test Construction, Test Items, *Word Problems (Mathematics)

Identifiers—*Comparison Process

The comprehension processes of adult students solving two-step problems of comparison were studied using eye-movement experiments based on the assumption that eye fixations are synchronous with internal cognitive processes. Twenty university students each solved 24 two-step mathematical word problems of three sentences each with consistent language (CL) or inconsistent language (IL) structures. In CL problems, the unknown variable was the subject of the second sentence; in IL, the unknown was the object of the relational sentence. Raw eye movement data were transformed into consecutive fixations. Overall results were generally in line with the model of A. Lewis and R. Mayer (1987) (LM model) suggesting the increased difficulty of IL problems as indicated by increased time required to process the sentences and the number of errors of reversal of correct mathematical operation. Apparently, just as it is the case for the performance variable error rate, the effect of inconsistent language on aspects of the solution process (such as total solution time, initial reading time, and fixation time on the relational clause) is exhibited only when the compare problems have to be processed and solved under rather heavy cognitive demands. Some theoretical conceptions are developed as alternatives to parts of the LM model. One table and one bar graph supplement the discussion. (SLD)

ED 331 854 TM 016 373

Schumacker, Randall E. Fluke, Ricky Rasch-Based Factor Analysis of Dichotomously-Scored Item Response Data.

Pub Date—Apr 91

Note—33p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Equations (Mathematics), *Estimation (Mathematics), *Factor Analysis, *Item Response Theory, *Mathematical Models, Probability, *Scores, Simulation, Test Items

Identifiers—*Dichotomous Scoring, Eigenvalues, Pearson Product Moment Correlation, Phi Coefficient, *Rasch Model, Tetrachoric Correlation

Three methods of factor analyzing dichotomously scored item performance data were compared using two raw score data sets of 20-item tests, one reflecting normally distributed latent traits and the other reflecting uniformly distributed latent traits. This comparison was accomplished by using phi and tetrachoric correlations among dichotomous data and Pearson product-moment correlations among Rasch probability estimates of the same dichotomous data in factor analysis. A sample size of 324 resulted from 36 persons at each of nine score values. Eigenvalues for the phi, tetrachoric, and Rasch-r correlation matrices derived from each of the data sets were computed. The Rasch approach, as a psychometric measurement model, was chosen because it met the assumption of a linear ability continuum underlying dichotomous item response data. Results illustrate the superiority of the Rasch-based technique for factor analyzing dichotomously scored item response data. Six tables, one figure, and a 34-item list of references are included. (SLD)

ED 331 855 TM 016 374

Schumacker, Randall E. Harris, Mark J.
Reliability and Confidence Envelope Usage in Item Response Theory.

Pub Date—Apr 91

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, Equations (Mathematics), Item Banks, *Item Response Theory, *Mathematical Models, Test Construction, Testing Problems, *Test Reliability

Identifiers—*Confidence Envelopes, Confidence Intervals (Statistics), *Item Characteristic Function

Designing a test using three-parameter item response theory (IRT) is discussed. A brief review of IRT is followed by a discussion of two types of test design: (1) selecting items using confidence envelopes (confidence envelope method); and (2) using item characteristic curves and their confidence intervals (test envelope method). The confidence envelope method and the test envelope method are evaluated based on their reliability coefficients, using a set of seven items. Results illustrate that the test envelope method, in which optimum ability levels are matched from an item bank, should result in a more reliable test. Six tables and three graphs illustrate the analysis. (SLD)

ED 331 856 TM 016 376

Veenman, Marcel V. J. Elshout, Jan J.
Intellectual Ability and Working Method as Predictors of Novice Learning.

Pub Date—Jan 91

Note—16p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Freshmen, Comparative Analysis, Foreign Countries, Higher Education, *Intelligence, *Learning Strategies, Methods, *Predictive Measurement, Protocol Analysis, *Simulation, Statistics

Predictors of novice learning in simulation environments were investigated in the domain of statistics. The first objective was to clarify the relation between intellectual ability and working method (e.g., orientation and systematic orderliness), and to determine the effects on learning of working method, independently of intellectual ability. A second objective was to determine whether instructional aid by presenting students with a well-structured task, instead of unguided learning by discovery, might compensate for lack of ability or a poor working method. Twenty-seven first-year university students of relatively high intelligence

($n=14$) or low intelligence ($n=13$) worked in either a structured or an unstructured learning environment. Thinking-aloud protocols were analyzed in terms of the quality of working method. Results indicate that the working method of high-intelligence subjects was significantly better than that of subjects of low intelligence; working method was also a strong predictor of learning, independent of intellectual ability. No learning effects due to the level of structure of the learning environment could be detected. Five data tables and a 28-item list of references are included. An appendix contains three definitions from the study. (Author/SLD)

ED 331 857 TM 016 378

Fisher, William P., Jr.
The Rasch Debate: Validity and Revolution in Educational Measurement.

Pub Date—Apr 91

Note—44p; Paper presented at the International Objective Measurement Workshop (6th, Chicago, IL, April 1991).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Construct Validity, Content Validity, *Educational Assessment, *Item Response Theory, Literature Reviews, *Measurement Techniques, *Test Construction, Test Items, Test Validity

Identifiers—*Rasch Model

In an address to the National Council on Measurement in Education, R. M. Jaeger (1987) commented that there appears to be a fundamental difference in measurement philosophy between those on the two sides of the debate over the Rasch model. Jaeger's observations are explicated by contrasting the views on measurement of B. D. Wright and E. F. Lindquist with relation to the interpretation each has of the validation of constructs as considered by C. Cherryholmes (1988). Lindquist conceives of test items as given in an objective reality; the discursive action of construct validation is assumed to take place outside the context in which the construct is manifest. Wright suggests that test items amount to nothing more than guesses about how a construct articulates itself. Instead of objectifying test takers by subjecting them to unquestionable authority, the Rasch approach to test construction suggests that questions are tested by the respondents just as much as the respondents are tested by the questions. It is argued that by recognizing the inevitability of the imposition of political, moral, and aesthetic criteria on test items and data, and by formulating models of how these criteria can be implemented and criticized, the Rasch model and supporters of Wright's position have made a great contribution to measurement. Two tables expand on the discussion. A 133-item list of references is included. (SLD)

ED 331 858 TM 016 379

Bushner, Diane E.
Fall-to-Fall Testing versus Spring-to-Spring Testing: What Is the Impact on a Local Community's Chapter 1 Evaluation?

Pub Date—Apr 91

Note—35p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Compensatory Education, *Elementary School Students, Elementary Secondary Education, *High School Students, Parochial Schools, *Program Evaluation, Program Improvement, Public Schools, Reading Tests, *Testing Programs, Test Results

Identifiers—*Education Consolidation Improvement Act Chapter 1, Testing Effects, *Testing Frequency

The impact of a decision by a local program under Chapter 1, the federally funded program of financial assistance to special educational needs of children, to test students fall-to-fall or spring-to-spring was studied. Students enrolled in a Chapter 1 reading program in 1988-89 were tested on a fall-to-spring basis, a spring-to-spring basis, and a fall-to-fall basis; and the results of the three testing points were compared. Thirteen public elementary schools, three parochial elementary schools, and one public high school were involved in Chapter 1 instruction. Spring-to-spring data were available for 319 students (54.3% of the students enrolled in the Chapter 1 program in the district studied). Data for the

1988-89 school year were available for 587 students in grades 2 through 12. The time of testing produced differences in both evaluation and program improvement data. The magnitude of the Normal Curve Equivalent gains varied; different schools were identified for program improvement based on the time of testing. A summer decline in scores was documented for all time intervals. Trends from the spring-to-spring data resembled the no-longer-allowed fall-to-spring data. The requirements of program improvement negatively impacted small and mid-sized schools. Questions were raised about the stress placed on a single normative test score for program improvement. Recommendations were made for changes in the program improvement aspects of Chapter 1. Nine tables present study data, and one figure depicts the reading profile summary for an individual student. (SLD)

ED 331 859 TM 016 381

Fisher, William P., Jr.
The Thesis of Philosophy and Its Place in Educational Research and Practice.

Pub Date—Apr 90

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Practices, *Educational Research, Elementary Secondary Education, *Learning Processes, Literature Reviews, *Philosophy, *Test Use, *Theory Practice Relationship

Identifiers—Rasch Model
The potentials and problems presented by the thesis of philosophy and their relationship to educational research and practice are discussed. The question of whether philosophy can have a unique thesis is examined. It is suggested that the thesis of philosophy asserts the creation of meaning as an ongoing project that must be constantly monitored. Divergent approaches to this thesis are illustrated in the work of H. G. Gadamer and J. Derrida. The most obvious way in which the thesis of philosophy bears on educational research and practice is that educators are deeply involved in the study of meaning. The field of testing provides an example of a fundamental way in which philosophy's thesis can improve educational research and practice. Learning could become motivated by the teacher and the learner's own curiosity; testing could become a matter of investigating the inquiry that is constitutive of learning with that constitutive of measurement. The author suggests that Rasch's measurement model is in tune with the thesis of philosophy. A 54-item list of references is included. (SLD)

ED 331 860 TM 016 383

Tuckman, Bruce W. Sexton, Thomas L.
Motivating Student Performance: The Influence of Grading Criteria and Assignment Length Limit.

Pub Date—Apr 91

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Assignments, *College Students, Comparative Analysis, *Education Majors, *Grading, Higher Education, *Performance Factors, Predictor Variables, Self Efficacy, *Self Motivation, *Student Motivation, Test Items

Identifiers—*Self Regulation

Two studies of influences on self-regulated performance were conducted. The purpose of the first was to determine if the level of performance of college students would be higher if the allowable length of the assignment was greater or smaller. Subjects were 126 education majors at a large state university participating in an extra-credit program called the Voluntary Homework System (VHS) as part of a course in educational psychology. The maximum number of test items prepared for extra credit that could be submitted each week was set at 100 for one group and 25 for a second group. Students gave self reports of their own competence. Analysis of variance indicated that length limit and perceived self-competence level affected performance, with a significantly lower level of performance produced by the 100-item limit. In a second study, 63 students from the same course had a 25-item length limit and were graded according to preset criteria of 300 points for a single bonus and 450 points for a double

bonus. Other aspects of the VHS were identical. The grading criteria tended to affect performance differently for the different self-competence levels. Its overall impact was not great, but students low in perceived self-competence tended to receive the greatest motivational boost. Implications for instruction are discussed. Four tables present study data. (SLD)

ED 331 861 TM 016 385

Meyers, H. W.
Curricular Tracking in Six Vermont High Schools in 1989: A Longitudinal Discriminant Analysis.
Spons Agency—Vermont State Dept. of Education, Montpelier.

Pub Date—Apr 91

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, *Academic Persistence, Cohort Analysis, College Bound Students, College Preparation, *Discriminant Analysis, *Dropouts, General Education, High Risk Students, High Schools, *High School Students, Longitudinal Studies, Outcomes of Education, *Student Placement, *Track System (Education), Vocational Education
Identifiers—Vermont

The observable effects of curricular tracking were investigated for a cohort of students in six Vermont high schools during the years 1981-89. The outcome variable was persistence in school as predicted by grades in academic subjects from grade 4 through 9, or time of withdrawal, and the level of courses in which students were enrolled. Three groups were identified: (1) general track; (2) vocational track; and (3) college-bound track. Data were collected from student records for 421 students. Sixty percent of the general track students dropped out; an average of 3 to 15% of the vocational and college-bound groups dropped out. Many of these students could have been identified as at-risk; by knowing how students performed in mathematics and English from grades 4 through 9, the model was able to predict the students that would drop out, and it was right 88% of the time. Results strongly suggest that curricular tracking was related to dropping out of school. Twelve bar graphs and three tables contain study data. A 51-item list of references is included. (SLD)

ED 331 862 TM 016 390

Hecht, Deborah Tittle, Carol Kehr
Mathematics Assessment Questionnaire: A Survey of Thoughts and Feelings for Students in Grades 7-9. Technical Report Supplement #1. Research Edition.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Aaron Diamond Foundation, Inc., New York, NY.; Ford Foundation, New York, N.Y.

Pub Date—Jun 91

Note—83p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Criterion Referenced Tests, Mathematics Anxiety, *Mathematics Tests, *Questionnaires, Secondary Education, *Secondary School Students, *Student Attitudes, Surveys, Test Construction, *Word Problems (Mathematics)
Identifiers—*Mathematics Assessment Questionnaire

This supplement to the "Technical Report for the Mathematics Assessment Questionnaire" describes methods for examining student responses to the questionnaire and focuses on the data for criterion-referenced-test (CRT) type scores. The Mathematics Assessment Questionnaire (MAQ) was developed to provide information about students in grades 7 through 9 that is complementary to that provided by teacher assessments or standardized tests of mathematical concepts and principles. The MAQ samples students' thoughts and feelings in relation to doing and learning a particular process of mathematics-solving mathematical word problems. The responses of 1,737 students are discussed on an individual student level and aggregated at the class level (60 classes). Student responses were basically examined at statement level and at the three item cluster level using CRT-type response categories. The final section of the document provides information about how and why several items of the MAQ

were rewritten. Twelve tables present data about student responses, and one figure illustrates domain specifications for the project. Three appendices provide tabulated data to supplement the discussion. (SLD)

ED 331 863 TM 016 391

Wakefield, John F.

Is Creative Thinking Normally Distributed?

Pub Date—Mar 91

Note—18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 20-23, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *College Students, Comparative Analysis, *Creative Thinking, Difficulty Level, *Elementary School Students, Higher Education, High Schools, *High School Students, Intermediate Grades, Problem Solving, *Statistical Distributions
Identifiers—*Skew Curves

The hypothesis of positive skew in distributions of response to creative thinking tasks was studied. Data were obtained from examinees' responses to problem-solving tasks in three published studies of creative thinking. Subjects included 23 fifth graders (12 females and 11 males), 29 high school students (10 females and 19 males), and 47 female college students. Significant positive skew was discovered in distributions of response to four out of five ill-defined problem-solving tasks. In each case, skew appeared to be greater for responses to ill-defined tasks than for responses to better-defined tasks that had been solved concurrently. Discussion centers on task difficulty as an explanation for positive skew in distributions of response to creative thinking tasks. One table contains skews of responses. (Author/SLD)

ED 331 864 TM 016 392

Christman, J. Benton And Others

Mastering the Enhanced ACT.

Report No.—ISBN-0-8134-2913-7; ISBN-0-8134-2914-4; ISBN-0-8134-2915-3

Pub Date—91

Note—125p.; This document consists of a "School Manual," a "Student Manual," and a "Worksheet Packet."

Available from—Interstate Publishers, Inc., 510 North Vermilion St., P.O. Box 50, Danville, IL 61834-0050 (\$30.00 plus postage).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—College Applicants, *College Entrance Examinations, English, *Guides, Higher Education, High Schools, Mathematics Tests, Reading Tests, Science Tests, Test Coaching, Test Format, Testing Problems, Test Wiseness
Identifiers—*ACT Assessment, *Enhanced ACT

A simple curriculum is provided that is designed to allow any school to prepare its students for the Enhanced American College Testing Program Tests (Enhanced ACT). Components of this manual include: (1) introduce the test structure; (2) give the strategy lectures; (3) provide as much structured practice as possible; (4) administer a mock test under simulated test conditions; and (5) give a final lecture on how to approach the day of the test. Strategy lectures are provided for: English; mathematics; reading; and science reasoning. Teachers need to communicate that the most effective way for students to prepare for the test is to complete practice test questions. Classroom kits and school kits are available for use with this manual. The "Student Manual," published separately, provides specific test-taking information and presentation of the strategies for students. The "Worksheet Packet" includes analyses of sample questions and answers in English, mathematics, reading, and science reasoning. (SLD)

ED 331 865 TM 016 393

Tesh, Anita S.

A Research-Based Attribute Structure for School Accountability.

Pub Date—Apr 91

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, Data Collection, Educational Change, Educational Improvement, *Educational Quality, Elementary Secondary Education, Institutional Characteristics, Models, *Program Development, Public Schools, Research Utilization, *School Effectiveness, *Standards, State Programs, Test Construction
Identifiers—*Educational Indicators, Georgia, *Quality Indicators

The Center for Educational Research and Evaluation of the University of North Carolina (Greensboro) has been contracted to propose standards, indicators of quality, data collection procedures, and instruments for the evaluation of Georgia public schools mandated by the state legislature. The development of these standards and indicators is discussed. A comprehensive list of standards and indicators was compiled through reviews of literature on educational indicators and effective schools for 10 factors: (1) autonomy of school-site management; (2) instructional leadership; (3) staff stability; (4) parental involvement and support; (5) school-wide recognition of academic success; (6) maximized learning time; (7) collaborative planning and collegial relationships; (8) sense of community; (9) clear grades and high expectations; and (10) order and discipline. The initial list was subjected to extensive review and revision. The district review panels included a Technical Advisory Board (TAB) of five national experts in educational evaluation; a departmental TAB of professional educators from Georgia; an advisory committee of 40 Georgia educators and citizens; and a steering committee of 15 members of the preceding group. Appendix A describes the literature review process. Appendix B lists the 18 standards developed. Appendix C describes the proposed use of numeric data for selected quality indicators. A 59-item list of references is included. (SLD)

ED 331 866 TM 016 396

Gittman, Betty

P.A.C.E.: Program for Alternative Comprehensive Education. Evaluation Report.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Pub Date—Jan 91

Note—115p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, *Comprehensive Programs, *Dropout Prevention, High Risk Students, High School Graduates, High Schools, *High School Students, *Nontraditional Education, Outcomes of Education, Parents, *Program Evaluation, School Surveys, *Secondary School Teachers

Identifiers—*Program for Alternative Comprehensive Education NY

An alternative high school program was evaluated. In 1990 the Program for Alternative Comprehensive Education (PACE) enrolled 40 students in grades 9 through 12 from 20 school districts in Nassau County (New York). Students had been assessed as being at risk for dropping out. The curriculum emphasized self-paced learning in an individualized, non-competitive, supportive, and structured setting. The evaluation focused on former and current students and their parents, school districts, and program staff. Affective outcomes, cognitive outcomes, and student outcomes were investigated along with the assessment of program components. Numbers of respondents in the groups surveyed and respective response rates were: (1) 13 PACE staff (87%); (2) 24 parents (16 mothers and 8 fathers) of current students (66%); (3) 19 administrators of 29 referring districts (66%); (4) 17 current students (49%); (5) 7 administrators from 15 non-referring districts (47%); (6) 16 parents of former students (21%); and (7) 13 former students (17%). Participation in the PACE program was associated with improvement in student interest in school, academic achievement, relationships with teachers and administrators, attendance, behavior, and social relationships. Twenty-three tables contain information about participants. Six appendices provide supplemental information, including the questionnaire used at the time of student intake and seven supplemental tables. (SLD)

ED 331 867 TM 016 397

Wenner, George

Predictive Validity of Three Preschool Developmental Assessment Instruments for the Aca-

ademic Performance of Kindergarten Students.

Pub Date—[88]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Child Development, Comparative Testing, Construct Validity, Developmental Tasks, *Kindergarten Children, Piagetian Theory, *Predictive Validity, Preschool Children, Primary Education, Regression (Statistics), *School Readiness Tests, Screening Tests, *Test Validity

Identifiers—Brigance K and 1 Screen, Merrill Language Screening Test, Piagetian Task Instrument

The predictive validity of an original Piagetian instrument (the Piagetian Task Instrument) was compared with that of two frequently used published screening tests for children entering kindergarten: (1) the Brigance K-1 Screen, and (2) the Merrill Language Screening Test. The relative contribution of each test was determined when they were combined with a battery for predicting young children's initial academic success in kindergarten. Subjects were 95 predominantly white, middle-class children (47 boys and 48 girls) without history of developmental difficulties. Subjects' mean age was 60 months. The criterion measure, administered 8 months later, was a teacher's rating scale. Correlation and multiple regression techniques were used to analyze the data. Contrary to the hypothesis, the Piagetian instrument had the lowest predictive validity of the three and contributed least to the regression equation. The predictive validity of the battery was judged too low for use in making decisions about very young children. It is suggested that it is inadvisable to test young children routinely prior to entry into kindergarten. The construct validity of the criterion measure and the predictor measures was discussed. Although the Piagetian test did not display significant predictive capacity, the theoretical base appears to warrant further investigation. (Author/SLD)

ED 331 868

TM 016 398

McDaniel, Ernest

Levels of Cognitive Complexity: A Framework for the Measurement of Thinking.

Pub Date—Apr 91

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Cognitive Ability, Cognitive Processes, Cognitive Style, *Cognitive Tests, Data Interpretation, Epistemology, *Measurement Techniques, *Psychometrics, *Scoring, *Thinking Skills, *Writing Evaluation

Identifiers—*Cognitive Complexity

Some theoretical background is presented for the proposition that thinking processes can be measured by determining the levels of cognitive complexity apparent in written interpretations of complex situations. The rationale for scoring interpretations is presented, and some illustrative data are discussed. The approach to measurement of thinking of E. McDaniel and C. Lawrence (1990) recognizes three information processing strands in written interpretations: perception and definition of the situation; imposing an organizing structure; and analysis, support, and elaboration. These strands are used to determine which of the following five levels of cognitive complexity describe the student's work: (1) unilateral descriptions; (2) simplistic alternatives; (3) emergent complexity; (4) broad interpretations; and (5) integrated analysis. The measurement process is illustrated through student responses to a videotape about the manufacture of nuclear weapons. Several studies are reviewed relating scores on the Levels of Cognitive Complexity measure with other measures of school achievement, cognitive ability, and learning styles. In general, the scoring rationale and stimulus materials revealed psychometric properties similar to other available tests of thinking. Implications for educational assessment are discussed. One figure illustrates the model. (SLD)

ED 331 869

TM 016 402

McDaid, Janet L. Davis, Donna G.

Program Evaluation, Curriculum, and Testing Services Implement Diverse Forms of Assessment in the San Diego City Schools: A Proposed Collaboration Model.

Pub Date—Apr 91

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Administrator Role, *Cooperation, *Curriculum, Data Collection, Educational Assessment, *Educational Change, Educational Improvement, Elementary Secondary Education, Models, Organizational Change, Principals, *Program Evaluation, *School Restructuring, Teacher Role, *Test Use

Identifiers—San Diego Unified School District CA

A preliminary collaborative model is presented for the restructuring of the San Diego (California) city schools to implement diverse forms of assessment. It is assumed that collaboration among program evaluation, curriculum, and classroom teachers can foster reforms. Central office staff can enable and facilitate the implementation of different assessment practices. A collaborative model assumes that there is no one best form of assessment. Other hypotheses are that: the classroom teacher is the catalyst for change, and the teacher's role as collaborator and researcher must be enhanced. Empowering principals and teachers to attempt diverse teaching approaches and curricula while providing more rigorous school-based accountability requires a carefully planned approach. Restructuring schools in San Diego requires on-site change teams that provide a point where central office staff can foster interdependence with teachers. The model proposes that teams of central office staff and classroom teachers mutually address: (1) program evaluation; (2) testing services; (3) curricular development; (4) teacher flexibility in improving instruction; and (5) data collection. Program evaluation is the main spring of the model. Two flowcharts and one table illustrate traditional and proposed models of school district program evaluation and services. (SLD)

ED 331 870

TM 016 413

Fisher, William P. Jr.

Conversing, Testing, Questioning.

Pub Date—Mar 90

Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, March 16-20, 1990).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, Learning Processes, *Measurement Techniques, *Models, *Questioning Techniques, Teaching Methods, *Test Use

Identifiers—Conversation Theory, Rasch Model

Educational measurement is presented as integral to the process of entering into and guiding conversations in which teachers and students participate. A measurement model patterned on the playful, interactive back-and-forth motion of conversation could aid in overcoming problems in teacher-student interactions. According to H. G. Gadamer, conversation is an art of testing because the partners to a dialogue must establish common reference points and standards of comparison in order to communicate. Testing is an inherently circular and two-sided process; to know which questions are appropriate, the examiner has to have asked some questions. Educational measurement becomes conversational when it makes the articulation of the object of discourse and the negotiation of meaning the first task of measurement. The measurement models of G. Rasch and B. D. Wright allow the object of discourse to represent itself through the players involved. Measurement in this sense can be an important part of conversation between teachers and students. An 85-item list of references is included. (SLD)

ED 331 871

TM 016 415

McDaniel, Mark A. And Others

Test Expectancy, Study Strategies and Recall of Prose.

Pub Date—Apr 91

Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cloze Procedure, *College Students, Essay Tests, Expectation, Expository Writing, Fairy Tales, Higher Education, Multiple Choice

Tests, Objective Tests, Reading Comprehension, *Reading Strategies, *Recall (Psychology), Regression (Statistics), *Study Skills, Test Anxiety, *Test Format

Identifiers—*Prose Learning, *Test Expectancy

To explore the suggestion that subjects modulate their reading strategies in accordance with how they expect to be tested, several test expectancies (multiple-choice, true/false, essay, and cloze) were implemented in addition to a non-specific test expectancy as a control. Subjects were 124 students at Purdue University (Indiana). After reading three practice texts for which subjects were administered a test that was in line with their expectancies, subjects read and attempted to free-recall a fairy tale or an expository text. The only expectancy to significantly enhance recall relative to the intentional learning control was the essay expectancy, and this enhancement was limited to the expository text. Results were congruent with the hypothesis that subjects expecting an essay test perform more organizational processing of the text than do those expecting other test formats. The authors suggest that there was no increase in recall of the fairy tale due to the essay expectancy because subjects routinely perform organizational processing while reading a fairy tale. Regression analyses and recall data indicated that recognition test expectancies produced little change in reading strategy. Four tables present study data. A 28-item list of references is included. (Author/SLD)

ED 331 872

TM 016 419

Dancer, L. Suzanne And Others

Examination of Differential Item Functioning in Likert-Type Items Using Log-Linear Models.

Spons Agency—Wisconsin Univ., Milwaukee.

Pub Date—Apr 91

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Background, Blacks, Coping, Culture Fair Tests, *Ethnicity, Hispanic Americans, Individual Characteristics, *Item Bias, Item Response Theory, *Likert Scales, Mental Health, Minority Groups, Models, *Sex Differences, Testing Problems, *Test Items, Whites

Identifiers—Contingency Tables, *Log Linear Models, Self Report Measures, Suicide Probability Scale

The use of log-linear models for investigating differential item functioning (DIF) associated with examinee/respondent background characteristics was examined. The Likert-type items used in this study were drawn from a 36-item self-report measure—the Suicide Probability Scale. Specifically, log-linear models were used to investigate whether contingency tables for ethnicity (55 African Americans, 186 Anglo Americans, and 189 Hispanic Americans) or gender (332 males and 627 females) by item response by mental health status suggested evidence of an interaction between the background variable and item response. The investigation focused on a set of 35 Likert-type items that measure subjective well-being and coping behavior. Several log-linear models were fit to the data, and rationale for the composition of the various models is discussed. Among tables where a statistically significant ethnicity by item response interaction or a gender by item response interaction was found, the technique of proportional standardization to unity was used to plot response rates according to ethnic and gender subgroups. Plots show that most of the interaction comes from respondents whose mental health status is diminished. In general, log-linear models were found useful for investigating DIF. Two tables and 24 graphs present study data. (Author/SLD)

ED 331 873

TM 016 420

Leinhardt, Gaea Grover, Barbara

Interpreting Research for Practice: A Case of Collaboration.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 90

Note—43p; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperation, *Elementary School Teachers, Elementary Secondary Education, In-service Teacher Education, *Mathematics Education, *Researchers, Research Reports, Research Utilization, *Secondary School Teachers, Summer Programs, Teacher Workshops, *Theory Practice Relationship

Collaborations between teachers and researchers at summer workshops were studied. The workshops were part of a project of the American Federation of Teachers and the Learning Research and Development Center of the University of Pittsburgh (Pennsylvania) to enhance mathematics education by making information about the latest research available to the teaching community. The focus was on the contrast between the workshop in 1988 and that of 1989. In 1988, it was evident that the dialogue between researchers and the three teachers necessary to accomplish project goals had not been achieved. This workshop's product—a document summarizing research for dissemination to teachers—was not the desired synthesis of ideas, and the atmosphere seemed to hinder teachers' opportunity to discuss content areas. In 1989, teacher selection procedures were changed, two additional teachers participated, and interactions were designed to be less formal and to recognize that teacher participants were operating with a store of knowledge and a strong sense of what was important. Analysis of the videotaped dialogues from both years indicated the increased engagement of all parties with the substantive content of the research. This second workshop's product document was a better synthesis of the ideas discussed and was useful in the dissemination of the ideas by teacher participants in workshops for other teachers. Two tables and eight bar graphs illustrate the study. An appendix describes the sampling design used. (SLD)

ED 331 874 TM 016 422

Smith, Douglas K. And Others

The Early Screening Profiles: A Stability Study.

Pub Date—Mar 91

Note—10p; Paper presented at the Annual Meeting of the National Association of School Psychologists (Dallas, TX, March 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Early Childhood Education, Language Acquisition, Motor Development, *Profiles, School Readiness Tests, Scores, *Screening Tests, Social Development, *Test Reliability, *Young Children

Identifiers—*Coefficients of Stability, *Early Screening Profiles, Pearson Product Moment Correlation, Test Retest Reliability

Stability of the Early Screening Profiles (ESP), developed by P. Harrison, was examined with a sample of 23 non-handicapped preschool children (14 females and 9 males) ranging in age from 3 years 0 months to 6 years 0 months at the time of initial testing. The sample was drawn from a rural/suburban community in the midwest with a predominantly middle socioeconomic level. Each child was tested with the ESP by examiners trained in its administration. Retesting occurred an average of 10 months after initial testing, with a range of 5 to 15 months. The ESP is a nationally normed screening battery for children ages 2 years 0 months through 6 years 11 months. The battery measures development in cognitive, language, motor, and self-help/social areas and provides standard scores with means of 100 and standard deviations of 15. Pearson product moment correlations were computed and produced the following stability coefficients: (1) a cognitive profile of 0.54; (2) a language profile of 0.49; (3) a motor profile of 0.51; (4) an expressive language profile of 0.47; and (5) a receptive language profile of 0.44. Two tables present the profile stability data. (Author/SLD)

ED 331 875 TM 016 423

Smith, Douglas K.

The LD Assessment Process: A Survey of Minnesota School Psychologists.

Pub Date—Mar 91

Note—16p; Paper presented at the Annual Meeting of the National Association of School Psychologists (Dallas, TX, March 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, Educational Assessment, *Educational Diagnosis, Educational Practices, Elementary Secondary Education, *Handicap Identification, *Learning

Disabilities, Mail Surveys, Questionnaires, *School Psychologists, Student Evaluation, *Student Placement

Identifiers—*Minnesota

A questionnaire with demographic questions and questions concerning learning disability (LD) assessment and placement practices was developed and sent to all 341 practicing school psychologists in Minnesota. Focus was on determining: the school psychologist's role in the assessment and reevaluation of students referred for LD placement, the criteria and procedures currently used for LD placement, and school psychologists' recommendations for criteria and procedures for LD placement. A return rate of 67% (228 practitioners) was obtained. A total of 216 questionnaires from 103 males and 113 females were included in the data analysis. The average respondent served 148 individual students last year, conducted 34 initial LD evaluations and 22 reevaluations, and reported direct data-gathering responsibilities in 74% of initial evaluations and 65% of reevaluations. Ability-achievement discrepancy criteria were used for placement according to 90% of the respondents and were recommended for future use by 56% of those answering the question (a plurality of 46% of respondents). The effect of prereferral interventions was mixed. Implications for the evaluation of students referred for LD placement and roles for the school psychologist are addressed. Five tables present the study data. (Author/SLD)

ED 331 876 TM 016 425

Clauser, Brian E. And Others

Examination of Various Influences on the Mantel-Haenszel Statistic.

Pub Date—Apr 91

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Testing, *Difficulty Level, *Item Bias, Item Response Theory, *Simulation, *Test Construction, Test Items

Identifiers—*Mantel Haenszel Procedure
Item bias has been a major concern for test developers during recent years. The Mantel-Haenszel statistic has been among the preferred methods for identifying biased items. The statistic's performance in identifying uniform bias in simulated data modeled by producing various levels of difference in the (item difficulty) b-parameter for reference and focal groups was studied. Data were simulated for a 75-item test (59 non-biased and 16 biased items) with five administrations and 1,000 examinees in each group. Levels of difference in difficulty were crossed with four levels of the (item discrimination) a-parameter, five levels of the b-parameter, and two ability distributions. The results show significant effects for the difference in difficulty levels, and for the a-parameter and b-parameter values. Data suggest that: the Mantel-Haenszel statistic may differentially favor identification of more highly discriminating items, and the procedure is likely to be unable to detect bias in very difficult items. Recommendations for practitioners are provided. Four tables and four graphs present the simulated data. (Author/SLD)

ED 331 877 TM 016 426

Mazor, Kathleen M. And Others

The Effect of Sample Size on the Functioning of the Mantel-Haenszel Statistic.

Pub Date—Apr 91

Note—15p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Difficulty Level, *Item Bias, Item Response Theory, *Sample Size, *Simulation, Test Items

Identifiers—*Mantel Haenszel Procedure

The Mantel-Haenszel (MH) procedure has become one of the most popular procedures for detecting differential item functioning. Valid results with relatively small numbers of examinees represent one of the advantages typically attributed to this procedure. In this study, examinee item responses were simulated to contain differentially functioning items, and then were analyzed at five sample sizes (2,000, 1,000, 500, 200, and 100) to compare detection rates. Five different 75-item tests were gener-

ated for each group. Results show that the MH procedure missed more than 30% of the differentially functioning items when groups of 2,000 were used. When 500 or fewer examinees were retained in each group, more than 50% of the differentially functioning items were missed. The items most likely to be undetected were those that were difficult, those with a small difference in item difficulty between the two groups, and poorly discriminating items. Three tables and four graphs describe the simulations. (Author/SLD)

ED 331 878 TM 016 427

Clauser, Brian E. And Others

Influence of the Criterion Variable on the Identification of Differentially Functioning Test Items Using the Mantel-Haenszel Statistic. Lab Report 198.

Spons Agency—Massachusetts Univ., Amherst. School of Education.

Pub Date—5 Mar 91

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indians, *Anglo Americans, Comparative Testing, High Schools, *High School Students, *Item Bias, Item Response Theory, Minority Groups, *Test Items, Test Results
Identifiers—*Criterion Variables, *Mantel Haenszel Procedure, New Mexico High School Proficiency Examination

This paper explores the effectiveness of the Mantel-Haenszel (MH) statistic in detecting differentially functioning test items when the internal criterion is varied. Using a data set from the 1982 statewide administration of a 150-item life skills examination (the New Mexico High School Proficiency Examination), a randomly selected sample of 1,000 Anglo-American and 1,000 Native American examinee item response sets was analyzed. The MH procedure was first applied to all of the items involved. The items were then categorized as belonging to one or more of four subtests based on the skills or knowledge needed to choose the correct response. Each subtest was then analyzed as a separate test, using the MH procedure. Three control subtests were also established using random assignment of test items, and they were analyzed using the MH procedure. Based on three runs of a MH computer program analyzing a total of 91 items, 22 items were identified as functioning differentially in the two examinee groups. The choice of criterion-total test score versus subtest score—had a substantial influence on the classification of items according to whether or not they were differentially functioning in the Anglo-American and Native American groups. Evidence for the convergence of judgmental and statistical procedures was found in the unusually high proportion of differentially functioning items within one of the classifications, and in the results of the reanalysis of this group of items. Two tables present data from the analyses. (Author/SLD)

ED 331 879 TM 016 428

Hambleton, Ronald K. And Others

Influence of Item Parameter Errors in Test Development.

Spons Agency—Graduate Management Admission Council, Princeton, NJ.

Pub Date—Aug 90

Note—19p; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Error of Measurement, *Estimation (Mathematics), Item Response Theory, *Sampling, *Simulation, *Test Construction, Testing Problems, Test Items

Identifiers—*Information Function (Tests), *Item Parameters

Item response theory (IRT) model parameter estimates have considerable merit and open up new directions for test development, but misleading results are often obtained because of errors in the item parameter estimates. The problem of the effects of item parameter estimation errors on the test development process is discussed, and the seriousness of the problem is demonstrated with simulated data sets. Solutions are offered for this problem in test development practice, which arises because item in-

formation functions are determined by item parameter values that in turn contain error. When the best items are selected on the basis of their statistical characteristics, there is a tendency to capitalize on chance due to errors in the item parameter estimates; among the generally promising test items, items with parameter estimates that are the most overestimated are also the most likely to be selected. As a result, the test falls short of the test desired or expected. Simulation studies using a hypothetical pool of 150 test items with sample sizes of 1,000 and 400 confirmed that tests do not perform as well as expected when items are selected to match a target test information function and standard errors are correspondingly underestimated. The following suggestions for eliminating this problem are presented: (1) use large samples in item calibration to gain precision in item parameter estimates; (2) revise the extreme item parameter estimates by subtracting one or two standard errors from their values; and (3) exceed the desired target information by 20 to 30%. Two tables and six graphs supplement the discussion. (SLD)

ED 331 880 TM 016 436

Lang, Eric L. Rossi, Robert J.

Understanding Academic Performance: 1987-88

National Study of Interscholastic Athletes.

Spons Agency—National Collegiate Athletic Association, Shawnee Mission, Kans.

Pub Date—Apr 91

Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrators, Athletics, Background, College Athletics, College Students, Comparative Analysis, Context Effect, High Achievement, Higher Education, Interscholastic Cooperation, Low Achievement, National Surveys, Performance Factors, Predictor Variables, Racial Differences, Student Characteristics

Identifiers—National Collegiate Athletic Association, National Study of Interscholastic Athletes, Student Athletes

The influences of student-level and campus factors on the academic performance of interscholastic athletes were studied. Approximately 80 full-time student athletes were selected from each of 42 institutions in Division I of the National Collegiate Athletic Association (NCAA). Data were drawn from the 1987-88 National Study of Interscholastic Athletes and were weighted to represent the population of approximately 56,000 student athletes at NCAA Division I schools nationwide. Three groups of students were identified in terms of their academic performance: those who performed well; those who performed at a moderate level; and those who performed poorly. Predictor variables were analyzed in eight areas: (1) time commitments; (2) finances; (3) athletic staff; (4) academic preparedness; (5) recruitment experiences; (6) housing; (7) course completion; and (8) context of the campus sports program. Analyses in each area also included four control variables: race; sport; class; and socioeconomic status. Findings provide a picture of the achievement of the student athlete. Race and type of sport were found to be significant predictors of academic performance; Scholastic Aptitude Test scores were not. Time spent in sports was not significantly related to the likelihood of being in the low academic performance group. In addition, a higher level of interscholastic competition was related to the likelihood of low academic performance. Implications for student athletes are discussed. Twelve tables present study data. (SLD)

ED 331 881 TM 016 437

Vaughan, Willard S., Jr., Ed.

Cognitive and Neural Sciences Division 1990 Program.

Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.

Report No.—OCNR-114290-17

Pub Date—Aug 90

Note—230p.

Pub Type—Reference Materials (130)—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Abstracts, Biological Sciences, Cognitive Psychology, Federal Programs, Intelligence, Neuropsychology, Perception, Program Descriptions, Research and Development,

*Research Projects, Research Reports
Identifiers—Office of Naval Research

Research and development efforts carried out under sponsorship of the Cognitive and Neural Sciences Division of the Office of Naval Research during fiscal year 1990 are described in this compilation of project description summaries. The Division's research is organized in three types of programs: (1) Cognitive Science (the human learner-cognitive architectures and abilities; knowledge, skill, and expertise; learning and instruction; and model-based measurement); (2) Perceptual Science (vision and visual attention; audition; haptics and sensory guided motor control; and human factors technology); and (3) Biological Intelligence (computation in large neural networks; chemical modulators of information processing; neural processing of sensory information; local neural circuit interactions; and behavioral immunology). Two other types of programs are included: manpower, personnel, and training research and development programs; and university research initiatives—decision making in hierarchical teams. Each program is described by an overview followed by thematic clusters of related efforts. Each cluster is followed by individual projects active in 1990. The title, principal investigator, project code, contract number, current end date, objective, approach, and progress are provided for 194 projects, representing 101 contractors. Indexes are provided to contractors, projects, and principal investigators. (SLD)

ED 331 882 TM 016 438

Compensatory and Bilingual Education Program
Evaluation Summary, Academic Year 1987-88. A
Guidelines and Instruction Manual.

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.

Report No.—PTM-700.76

Pub Date—[88]

Note—115p.

Pub Type—Guides - Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Education, Compensatory Education, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Federal Programs, Program Evaluation, Records (Forms), Records Management, School Districts, State Programs

Identifiers—New Jersey, Report Format

This handbook provides guidelines for the evaluation of compensatory and bilingual education programs in New Jersey. Each local education agency (LEA) is required to complete an annual evaluation of previous year program information for basic skills programs funded totally or in part by state and federal resources. Bilingual and English-as-a-second-language (ESL) programs have special reporting requirements. In addition, separate federal requirements exist for projects funded with resources under Chapter 1 of the Education Consolidation and Improvement Act. LEAs must report: (1) supportive services and participants; (2) program staff; and (3) racial and ethnic group summaries. Evaluations reported must contain dual process and outcome questions. Potential audiences and the questions an evaluation agency might answer for each audience are summarized in chart form. Instructions for completing the various evaluation forms to ensure that they are properly recorded are included, with sample forms. Ten appendices provide full-time equivalent and age-to-grade conversion tables, achievement data review checklists, a bilingual code sheet, test and subtest codes, a percentile-to-normal curve equivalent conversion table, equivalent statewide standards, empirical norming dates, and implementation codes. (SLD)

ED 331 883 TM 016 441

Forjone, Pascal D., Jr., Ed. Orland, Martin E., Ed.

A Guide To Improving the National Education Data System: A Report by the National Education Statistics Agency Committee of the National Forum on Education Statistics. October 1990.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-91-142

Pub Date—Mar 91

Note—180p; For related document, see TM 016 442.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Databases, Data Collection, Demography, Educational Assessment, Educational Policy, Elementary Secondary Education, Evaluation Methods, Federal State Relationship, Government Role, Guides, Information Needs, Management Information Systems, National Programs, Program Improvement, Statistical Data

Identifiers—Educational Information, National Forum on Education Statistics

This report represents a first step in a voluntary cooperative effort among Federal and State governments and education associations to: identify the most critical needs for education policy information; assess the present capacity of the national statistical system to address these needs; and provide broad direction for system improvements.

Thirty-six specific statistical recommendations are presented that are intended to provide a context for subsequent investigations of resource needs, feasibility, costs, burdens, and benefits associated with implementing the national education data agenda and the development of a strategic plan to improve the data system. The guide examines the nature and adequacy of national data in four major domains: (1) background and demographics; (2) education resources; (3) school processes; and (4) student outcomes. For each domain, the guide discusses the importance of the data for policy purposes, the nature and limitations of current collections and reports, potential strategies for improvement, and specific data improvement recommendations. This guide was developed by using a broad-based consensus building process by members of the National Forum on Education Statistics. Six figures supplement the text. A 67-item list of references is included. (SLD)

ED 331 884 TM 016 442

Forjone, Pascal D., Jr., Ed. Orland, Martin E., Ed.

A Guide To Improving the National Education Data System: Executive Summary. October 1990.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-91-140

Pub Date—Mar 91

Note—40p; For related document, see TM 016 441.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Databases, Data Collection, Demography, Educational Assessment, Educational Policy, Elementary Secondary Education, Evaluation Methods, Federal State Relationship, Government Role, Guides, Information Needs, Management Information Systems, National Programs, Program Improvement, Statistical Data

Identifiers—Educational Information, National Forum on Education Statistics

This document provides an overview of the "Guide To Improving the National Education Data System," the first publication of the newly created National Forum on Education Statistics. The 36 recommendations for improving the nation's elementary and secondary education statistics system that are outlined in the Guide are summarized. This national education data agenda is the product of a broad-based consensus building process that brought together representatives of State and Federal education agencies and other organizations with an interest in education data. The Guide's examination of national data in four major domains (background and demographics, education resources, school processes, and student outcomes) is described. For each domain, the guide discusses the potential importance of the data for policy purposes, the nature and limitations of current collection practices, and potential strategies for improvement; and it summarizes specific recommendations for data improvement. Five figures supplement the text. (SLD)

ED 331 885 TM 016 445

Johnson, Eugene G.

Defining Levels on the 1990 Mathematics Composite.

Pub Date—Apr 91

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Cutting

Scores, Equations (Mathematics), Grade 4, Grade 8, Grade 12, Intermediate Grades, Mathematical Models, Mathematics Achievement, *Mathematics Tests, Secondary Education, *Test Interpretation, *Weighted Scores

Identifiers—Mapping, *Mathematics Composite (NAEP), *National Assessment of Educational Progress, Smoothing Methods

Procedures used to map the achievement levels, expressed as total expected scores on the full set of items presented to a grade, onto the Mathematics Composite of the 1990 National Assessment of Educational Progress (NAEP) are described. The Composite, defined as a weighted average of sub-domain scores, provides a global measure of mathematics achievement. Levels of basic, advanced, and proficient were set for each of grades 4, 8, and 12 through a consensus process in which a panel of state and local educators, scholars, civic group representatives, and other citizens examined the questions and recommended the proportion that a student needed to answer to reach the defined achievement level. Expected test scores were mapped onto a unidimensional scale with five subscales for grades 8 and 12, and four subscales for grade 4. The process used to map achievement levels directly onto the mathematics composite included: (1) setting empirical item characteristic curves; (2) creating the empirical test characteristic curve; (3) smoothing the overall empirical test characteristic curve; and (4) mapping the cut points onto the composite. Results from the NAEP 1990 assessment had not been released at the time of this paper; thus, numerical results of the mapping are not provided. One table and two graphs illustrate the process. (SLD)

ED 331 886 TM 016 446

Muraki, Eiji
Multiple-Group Full-Information Factor Analysis.

Pub Date—Apr 91

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Data Analysis, Difficulty Level, *Equations (Mathematics), *Estimation (Mathematics), *Factor Analysis, Groups, Guessing (Tests), *Mathematical Models, Simulation, *Test Items

Identifiers—Confirmatory Factor Analysis, *Full Information Factor Analysis, *Multiple Group Factor Analysis, TESTFACT

Multiple group factor analysis is described and illustrated through a simulation involving 5,000 examinees. The estimation process of the group factors were implemented using the TESTFACT program of Wilson and others (1987). Group factor analysis is described as a special case of confirmatory factor analysis. Group factors can be computed based on the collapsed gradient and Hessian matrix by summing up the elements according to the item group structure. This full information method can control guessing and the difficulty of each item. Implications of the simulation for additions to the TESTFACT program are discussed. Confirmatory factor analyses, including the group level factor structure, are considered appropriate processes for analyzing test data. Nine tables present data from the simulation study. (SLD)

ED 331 887 TM 016 473

Bacchus, Maxey Marchiafava, Bruce
Implementing School Reform in Chicago: The System Perspective.

Pub Date—Apr 91

Note—9p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Community Control, *Decentralization, *Educational Change, Educational Improvement, Elementary Secondary Education, *Organizational Change, Principals, *Program Implementation, School Based Management, School Restructuring, Staff Development, *Systems Development

Identifiers—*Chicago Public Schools IL

The implementation of educational reform in Chicago is discussed. Reform was initiated in Chicago to improve education for all children. A new governance structure is being created for the schools, based on the premise that schools should be under

the firm direction of parents and that authority should be vested in the school community, rather than the central administration, which is being restructured. Implementation of the reforms began in 1989 with the election of local school councils. These councils have already begun to make decisions and have been very successful to date. The new leadership dynamic is changing the authority and accountability of principals. Changes in instruction are slower to appear, but some progress has been made, particularly in the adoption of uniform curriculum objectives. Incentives have been provided for further education for teachers, and staff development funds are being allocated to the schools rather than the central administration. Many problems, including legal challenges to the constitutionality of the local school council election process, face the reform effort, but the reform process has begun in a surprisingly smooth manner. (SLD)

ED 331 888 TM 016 483

Wise, Steven L. And Others

A Comparison of Self-Adapted and Computer-Adaptive Tests.

Pub Date—Apr 91

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, *Adaptive Testing, *College Students, Comparative Testing, *Computer Assisted Testing, Difficulty Level, Higher Education, Item Banks, *Item Response Theory, Statistics, *Test Anxiety

Identifiers—*Self Adapted Testing

According to item response theory (IRT), examinee ability estimation is independent of the particular set of test items administered from a calibrated pool. Although the most popular application of this feature of IRT is computerized adaptive (CA) testing, a recently proposed alternative is self-adapted (SA) testing, in which examinees choose the difficulty level of each of their test items. Examinee performance was compared under CA and SA testing conditions for college students from an introductory statistics course. Three test forms were developed, testing mathematical knowledge necessary for the course. The final pool contained 93 items which were administered to 204 subjects. The SA test yielded significantly higher ability scores, and examinees taking the SA test reported significantly lower posttest state anxiety. Implications of the differences between the two test types for measurement practice are discussed. Three tables present study data. (Author/SLD)

ED 331 889 TM 016 484

Johnson, Phillip L. And Others

Correlates of Examinee Item Choice Behavior in Self-Adapted Testing.

Pub Date—Apr 91

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adaptive Testing, Algebra, *College Students, *Computer Assisted Testing, Correlation, Difficulty Level, Higher Education, Item Banks, Mathematics Anxiety, *Mathematics Tests, Self Efficacy, Statistics, Test Anxiety, Test Construction, *Test Items

Identifiers—*Self Adapted Testing

The strategies examinees employ when making item difficulty level choices in self-adapted computerized testing were investigated. Subjects were 148 college students (88 females and 60 males) in an introductory statistics course. The primary instrument was a self-adapted computerized algebra test used to measure student readiness for the statistics course. Each examinee was administered 20 items from a pool of 93. Students rated their self-efficacy before the test and were administered measures of mathematics anxiety and test anxiety. Inspection of each student's data file provided an indicator of selection strategy. Examinees who chose a more difficult first test item expressed greater capability and higher confidence, reported less anxiety just prior to testing, and less anxiety about mathematics in general. When selecting additional items, examinees tended toward what was termed a sluggishly flexible strategy; they chose more difficult items after pass-

ing an item or string of items, and chose less difficult items after failing a single item or string of items. The most frequent choice was to remain at the same level. Results indicate that self-adaptive testing may be a viable alternative to computerized adaptive testing. Two figures and two tables contain data from the study. (SLD)

ED 331 890 TM 016 497

Fluegge, Lynn

The Evaluation of Intern Teachers: The Development of an Observation Instrument.

Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.

Pub Date—Mar 90

Note—34p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Classroom Observation Techniques, *College Faculty, *Elementary School Teachers, Elementary Secondary Education, Higher Education, *Secondary School Teachers, Teacher Education, Teacher Evaluation, *Teacher Interns, *Test Construction, Test Reliability, Test Validity, Videotape Recordings

Identifiers—*Kentucky Teacher Internship Program, Test Retest Reliability

The validation of a classroom observation instrument to be used in evaluating teacher interns under the Kentucky Teacher Intern Program is described. The validation project began in 1988. Fourteen educators from state universities comprised a jury that judged the initial version of the instrument and compared it with the instrument previously used, an observation instrument from the Florida Performance Measurement System. Participants applied the instrument to videotaped samples of classroom instruction. For determination of test-retest reliability, subjects from the validation phase oriented 28 local educators with regard to the use of the revised instrument. Each participant coded two videotapes and one actual intern in the classroom. This test established that the instrument had sufficient reliability and validity to be used in the Kentucky program. Data indicate the need for a small group of knowledgeable people to revise the coding manual and make some revisions to the coding instrument. Thirteen tables are included. Five appendices present the original and revised Kentucky Teacher Internship Program Classroom Observation Instruments and supplemental information about the development of the instruments. (SLD)

ED 331 891 TM 016 499

Kinzie, Mable B. Delcourt, Marcia A. B.

Computer Technologies in Teacher Education: The Measurement of Attitudes and Self-Efficacy.

Pub Date—Apr 91

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *College Students, *Computer Literacy, Computers, Education Majors, Factor Analysis, Higher Education, *Self Efficacy, Student Attitudes, Teacher Attitudes, *Teacher Education, *Test Construction, Test Reliability, Test Validity

Identifiers—Computer Anxiety

The development and validation of two instruments which measure attitudes and self-efficacy of teacher education students and practicing teachers toward computer use are described. One instrument—Attitudes toward Computer Technologies (ACT)—assesses perceived usefulness of and comfort/anxiety with computer technologies. The second instrument—Self-Efficacy for Computer Technologies (SCT)—assesses perceived self-efficacy for computer technologies (word processing, electronic mail, and CD-ROM databases). These measures were administered to 328 university students in education courses. Principal components analysis of the 19-item ACT found evidence for retaining the concept of the two factors of comfort/anxiety and usefulness. For the 25-item SCT, three empirically identified factors mirrored the concepts of word processing, electronic mail, and CD-ROM data bases. Subscales for both instruments were found to be reliable. Results of regression analyses suggest that actual experience with computer technologies is a strong predictor of attitudes and self-efficacy. These instruments were designed for use with teachers and teacher education students,

but could be adapted for other populations. Seven tables present study data. (SLD)

ED 331 892 TM 016 500

Holzkom, David Stacey, Dennis

The Limits of Generic Skills Evaluation: Using the NCTPAS To Evaluate Special Teaching Assignments.

Pub Date—Apr 91

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Elementary School Teachers, Elementary Secondary Education, Evaluation Methods, Kindergarten, *Secondary School Teachers, Special Education, *Specialists, Teacher Effectiveness, *Teacher Evaluation, Teaching Skills, Vocational Education

Identifiers—*Generic Skills, *North Carolina Teacher Performance Assess System

In the 1985-86 school year, North Carolina implemented a uniform system of teacher performance assessment: the North Carolina Teacher Performance Assessment System (NCTPAS). The evaluation results for teachers with special assignments were examined, since many teachers felt that their special areas did not lend themselves to successful classroom observation. The evaluation system uses the observations of trained observers who rate the teacher on 28 identified teaching practices and also prepare a narrative summary of teacher performance. It was hypothesized that ratings of teachers in special assignment areas would not differ from ratings for other types of classroom teaching. These assignment areas were: (1) kindergarten; (2) combination classes; (3) classes for exceptional children and vocational education; and (4) secondary classes in specific subject areas. Evaluation data were gathered for over 5,000 teachers in grades 1 through 5 in both 1988 and 1989. Comparisons indicate that the generic skills evaluation system did not discriminate against any class of teachers. It is also apparent that evaluators could use the system fairly and that teachers were able to improve their skills based on feedback from the observation system. Nine tables of evaluation data and a 27-item list of references are included. (SLD)

ED 331 893 TM 016 558

Horvath, Frank G.

Assessment in Alberta: Dimensions of Authenticity.

Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.

Pub Date—Apr 91

Note—48p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, Diagnostic Tests, *Educational Assessment, Educational Diagnosis, Elementary Secondary Education, Foreign Countries, Graduation Requirements, Portfolios (Background Materials), Program Descriptions, *Regional Programs, *Testing Programs

Identifiers—Alberta Achievement Testing Program, Alberta Department of Education, Alberta Grade Twelve Diploma Examinations, *Authentic Assessment, Canada, Provincial Examinations

The assessment programs of Alberta Education (Canada) are described, and the principles that guide these programs are reviewed. Alberta is committed to authentic assessment in its three major assessment programs: (1) the Diploma Examinations Program for certification in specific courses at the end of high school; (2) the Achievement Testing Program for monitoring student achievement in grades 3, 6, and 9; and (3) the diagnostic evaluation programs. Three key principles in assessment in Alberta include: assessment is based on clear expectations for student performance; assessment recognizes the central role of language in learning; and assessment provides models for good teaching. To extend the range of student performance being assessed by the Achievement Testing Program, several types of performance-based assessment are being piloted in addition to written-response activities. A pilot project on the use of portfolios to systematically gather information on student achievement conducted in four classrooms (120 students) illustrates

the continuing efforts of Alberta Education to provide authentic assessment of student achievement. Fourteen appendices contain individual descriptions of components of the testing programs, with some samples and scoring instructions. (SLD)

ED 331 894 TM 016 661

Neill, Monty

Why the United States Does Not Need a National Test: Testimony to the House Subcommittee on Select Education.

National Center for Fair and Open Testing (FairTest), Cambridge, MA.

Pub Date—23 Apr 91

Note—22p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Educational Change, Educational Objectives, Elementary Secondary Education, Equal Education, *National Programs, School Based Management, *Testing Programs

Identifiers—FairTest, *National Assessment of Educational Progress, Performance Based Evaluation

Based on the FairTest perspective, this paper argues that the United States does not need a national test to measure progress toward the nation's educational goals and that such a test would have adverse impacts on low-income and minority students. The National Assessment of Educational Progress (NAEP) should remain an indicator system but should use more performance-based methods in its assessment. National testing proposals are usually based on the false premise that measurement itself will produce positive change in education. A national examination could undermine needed and emerging reforms such as school-based management and shared decision making. A national test would tend to centralize decision making, making education less accountable to parents, students, teachers, and the community. A national examination would not promote educational equity. The weaknesses of multiple-choice examinations are also dangers inherent in a national examination. Recommendations are made for appropriate educational reform; these include development and implementation of performance-based assessment methods. Attachment A is a statement on proposals for a national test, which summarizes the reasons for opposing a national test. Attachment B is an open letter, which discusses 10 concerns and recommendations about the roles of the NAEP and the National Assessment Governing Board. The names of signers of both attachments are listed. (SLD)

UD

ED 331 895 UD 026 852

Resegregation of Public Schools: The Third Generation. A Report on the Condition of Desegregation in America's Public Schools by the Network of Regional Desegregation Assistance Centers.

Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex Equity.

Spons. Agency—Department of Education, Washington, DC.

Pub Date—Jun 89

Note—54p.; Authored by the directors of the 10 Title IV Desegregation Assistance Centers and coordinated by the Northwest Regional Educational Laboratory.

Pub Type—Information Analyses (070)—Historical Materials (060)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Classroom Desegregation, *Desegregation Effects, Desegregation Methods, Educational Trends, Elementary Secondary Education, *Equal Education, Federal Programs, Literature Reviews, Minority Group Children, *Public Policy, *Racial Segregation, *School Desegregation

A third generation of school segregation has evolved, with the following problems: (1) renewed physical segregation; (2) limited teacher expectations for minority students; (3) culturally biased instructional methods; (4) persistence of sex stereotyping and bias; and (5) ability grouping that isolates students on the basis of race, national origin, or sex. These third generation problems overlap with a set of second generation problems involving

equal education during a period when federal commitment to the elimination of first generation problems of physical separation has declined. The following current conditions are discussed: (1) desegregation effectiveness; (2) alarming conditions; (3) practices that exacerbate desegregation; (4) effective practices; and (5) segregation on the classroom level. The following trends are discussed: (1) increasing segregation; (2) dormant desegregation activities; (3) innovations in desegregation; and (4) changing demographics. The Federal Regional Desegregation Assistance Centers (DACs) have the potential to develop a systematic program of training and advisory services to help overcome segregation and the problems associated with desegregation. The appendices comprise the following tables of national statistical data: (1) Enrollment by Race and Percentages by Race; (2) Limited English Proficient (LEP) Students; (3) Enrollment by Sex; (4) Special Education Enrollment; (5) Suspensions; and (6) Graduates. A 34-item bibliography and a directory of DACs are also appended. (FMW)

ED 331 896 UD 027 325

Fennelly, Katherine

El Embarazo Precoz: Childbearing among Hispanic Teenagers in the United States.

Spons. Agency—Carnegie Corp. of New York, N.Y.

Pub Date—Mar 88

Note—41p.

Language—English; Spanish

Pub Type—Reports—Research (143)—Multilingual/Bilingual Materials (171)

Document Not Available from EDRS.

Descriptors—*Abortions, *Adolescents, Contraception, Cultural Differences, Cultural Influences, Economically Disadvantaged, Educationally Disadvantaged, Family Planning, *Females, *Hispanic Americans, *Mothers, *Pregnancy, Sex Education, *Sexuality

Adolescent pregnancy in the Hispanic community warrants attention both because it has been underresearched and because its consequences may be particularly dramatic. In addition to economic disadvantage, Hispanic adolescents in the United States must contend with conflicting messages from two cultures regarding standards of sexuality, timing of childbearing, and appropriate roles for women. While teenagers of all ethnic groups experience some contradictions between family and peer-group attitudes toward these issues, the contrasts are often especially pronounced for Hispanic girls, especially if they or their parents have been raised abroad. This report presents an overview of social, economic, and educational conditions among Hispanic Americans and examines the following factors relating to adolescent motherhood: (1) sexual activity; (2) pregnancy and abortion; (3) childbearing; (4) birth control; and (5) causes. The report urges that culturally sensitive preventive programs be designed for Hispanic youth and suggests the following steps: (1) identify the special local needs of Hispanic youth; (2) keep young Hispanics in school and help them work toward realistic educational and occupational goals; (3) improve parent-child communication on sex-related topics; and (4) improve family planning services and outreach to Hispanic youth. Statistical data is presented in 11 tables and graphs. A list of 52 reference notes is appended. (AF)

ED 331 897 UD 027 398

Dewart, Janet, Ed.

The State of Black America 1989.

National Urban League, Inc., New York, N.Y.

Report No.—ISBN-0-914758-10-1

Pub Date—89

Note—256p.; For a related document, see ED 284 945.

Available from—National Urban League Publications, 500 East 62nd Street, New York, NY 10021 (\$19.00).

Pub Type—Collected Works—General (020)—Reports—Research (143)

Document Not Available from EDRS.

Descriptors—Black Culture, Black Education, Black Employment, *Black Family, Black Power, Blacks, Black Youth, Childhood Needs, Church Role, Health Needs, Public Policy, *Quality of Life, *Racial Differences, Research Reports, *Social Problems, *Socioeconomic Status

Identifiers—*African Americans, *Policy Implications

This compilation of 10 reports reviews the socioeconomic status of African Americans in the United States in 1989. The following topics are discussed:

(1) the National Urban League's "Parity 2000" initiative, designed to secure parity between blacks and whites by the end of the century; (2) economic status; (3) family problems; (4) childhood needs; (5) fair housing; (6) parity and political empowerment; (7) higher education; (8) the black church; (9) cultural diversity; and (10) drugs. The following federal policy recommendations are outlined: (1) improve race relations; (2) develop a viable, self-sustaining economic base in the black community; (3) expand educational programs for preschool children and elementary and secondary school students; (4) ensure health insurance coverage and access to care for the poor, the elderly, and the disadvantaged, including new strategies to combat Acquired Immune Deficiency Syndrome (AIDS); (5) increase political empowerment through voter registration; (6) ensure adequate funding for job training and employment programs and increase the minimum wage; (7) provide affordable housing; (8) enact a comprehensive child care plan; (9) appoint judges with a record of racial fairness; and (10) enact stronger sanctions against South Africa. Brief biographies of the authors are included. Statistical data are presented on 33 tables. A chronology of events promoting black issues in 1988 and a list of 412 notes and references are appended. (FMW)

ED 331 898 UD 027 493
Educational Assessment and Accountability: Implementation Plan (1990-1994).

Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.

Pub Date—Oct 89

Note—84p.

Pub Type—Reports - Descriptive (141)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accountability, *Educational Assessment, *Educational Planning, *Educational Policy, Evaluation Criteria, Evaluation Utilization, Input Output Analysis, National Programs, *Needs Assessment, Program Design, *Program Implementation, State Programs
Identifiers—Hawaii

This report presents a plan for an Educational Assessment and Accountability System for Hawaii. The purpose of this plan is to provide an analytical as well as a descriptive account of the condition of public education in Hawaii. It is meant to be a vehicle to provide the means by which educational outcomes can be examined in light of contextual factors, resource utilization, and educational practices and policies. Chapter 1, "Introduction," covers the following topics: (1) background information; (2) assessment needs; (3) national efforts in educational assessment; (4) education assessment and accountability system specifically for Hawaii; (5) related assessment and accountability activities; and (6) the purpose of this plan. Chapter 2, "Design," covers the following topics: (1) performance assessment; (2) context-input-output framework; (3) data sources; (4) focus on schools; (5) key questions and their policy relevance; (6) analysis of data; (7) accountability issues; and (8) flexible implementation. Chapter 3, "Implementation Plan," contains the following sections: (1) "Goals and Objectives"; (2) "Guiding Principles"; (3) "Critical Elements"; (4) "Organization and Administration"; (5) "Implementation Timeline"; (6) "Costs"; and (7) "Evaluation." Three tables, five figures, and a list of 18 references are included. Examples of current educational assessment related activities and a school status and improvement report are appended. (JS)

ED 331 899 UD 027 596

Gardner, Ariene L., Ed.
School Partnerships: A Handbook for School and Community Leaders.

Pub Date—90

Note—304p.

Available from—Public Responsibility for Educational Success, Old Queen's Building, Room 302, Rutgers, The State University of New Jersey, New Brunswick, NJ 08903.

Pub Type—Guides - Non-Classroom (055)—Books (010)

Document Not Available from EDRS.

Descriptors—College School Cooperation, *Cooperative Programs, *Educational Cooperation, Elementary Secondary Education, Higher Education, Parent Participation, *Program Development, *School Business Relationship, *School Community Relationship, *Shared Resources and Services, Urban Schools
Identifiers—New Jersey, *Partnerships, Partner-

ships in Education

This handbook identifies the essential steps and pitfalls to successful partnerships between schools and their broader communities, and describes approximately 500 examples of ongoing collaborative efforts throughout the country, but primarily in New Jersey. The greatest impediments to forming partnerships appear to be the negative attitudes of school administrators, teachers, and the business and voluntary community, who are overly concerned with problems of "turf," fear of change, or loss of control. The following tips for successful partnerships are presented: (1) aim for a long-term relationship; (2) get top-level commitment; (3) involve a broad spectrum of the community; (4) provide adequate time for planning; (5) agree upon overall goals; (6) conduct a needs and resource inventory of the schools and the community; (7) agree upon specific projects related to the needs of the school; (8) put goals and objectives, projects, and timelines in writing; (9) appoint a coordinator; (10) raise funds; (11) evaluate periodically; and (12) publicize. Examples of the following kinds of partnerships are described: (1) the business community; (2) colleges and universities; (3) cultural institutions; (4) labor unions; (5) the legal system; (6) local government; (7) the media; (8) parents; (9) religious organizations; (10) social service organizations; and (11) volunteers and voluntary organizations. Each chapter includes a list of references and resources. Examples of training materials and partnership agreements are appended. (FMW)

ED 331 900 UD 027 615
Smith, Willy DeMarcell, Ed. Chunn, Eva Wells, Ed.

Black Education: A Quest for Equity and Excellence.

Report No.—ISBN-0-88738-781-0

Pub Date—89

Note—246p.; Originally published as a special issue of the Urban League Review, Summer 1987, Winter 1987-88.

Available from—Transaction Publishers, Rutgers-The State University, New Brunswick, NJ 08903.

Pub Type—Collected Works - General (020)—Reports - General (140)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Black Education, *Black Students, Educational Change, *Educational Quality, *Equal Education, School Desegregation, *Urban Schools

This collection surveys black education at a time when responsibility for minority education is shifting from the federal to the local level. It begins with an editors' preamble and two general commentaries, followed by a section headed "Perspective and Analysis," which includes the articles "Equity in Education: A Low Priority in the School Reform Movement"; "Educational Policy Trends in a Neo-conservative Era"; and "Legislating for Effective Schools and Academic Excellence." Under the heading "Selected Issues" appear the articles "Black Teachers: A Vanishing Tradition"; "Improving Black Education: Perspectives on Parent Involvement"; "Test Fairness and Bias: Measuring Academic Achievement Among Black Youth"; "Sorting Black Students for Success and Failure: The Inequity of Ability Grouping and Tracking"; and "The Eroding Status of Blacks in Higher Education: An Issue of Financial Aid." The next section, "Spectrum on Desegregation," includes the articles: "The Intended and Unintended Benefits of School Desegregation"; "The Case for a Separate Black School System"; "Desegregating with Magnet and One-Race Elementary and Secondary Schools"; and "The Consent Decree as a Tool for Desegregation in Higher Education." Under "Strategies for Academic Excellence" appear the articles "Elements of Effective Black Schools"; "School Power: A Model for Improving Black Student Achievement"; "Reintegration for Education: Black Community Involvement with Black Students in Schools"; "Memphis Inner-City Schools Improvement Project: A Holistic Approach for Developing Academic Excellence"; and "A Community Initiative: Making a Difference in the Quality of Black Education." Appended are two special reports: "Black School Pushouts and Dropouts: Strategies for Reduction"; and "Black Teenage Pregnancy: A Challenge for Educators." Brief biographies of the 30 contributors conclude this collection. (DM)

ED 331 901 UD 027 639
Chicago Principals: Changing of the Guard. A

Research Analysis.

Designs for Change, Chicago, Ill.

Pub Date—Mar 90

Note—48p.

Available from—Designs for Change, 220 S. State, Suite 1900, Chicago, IL 60604.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Selection, Blacks, *Board Administrator Relationship, Elementary Secondary Education, Hispanic Americans, *Labor Turnover, Performance Contracts, *Principals, Racial Composition, *Racial Differences, Urban Schools, Whites

Identifiers—African Americans, *Chicago Public Schools IL, Local School Councils, School Community Councils

This study analyzes the turnover of principals in the Chicago (Illinois) Public Schools since the passage of the Chicago School Reform Act (CSRA) of 1989, and analyzes racial patterns in the recent retention of principals by Local School Councils (LSCs). The following key conclusions are reported: (1) a high percentage of principalships (about 30 percent) have turned over since the passage of the CSRA; (2) the turnover is expected to rise to between 40 and 50 percent by 1991; (3) all principals will be operating under 4-year performance contracts by 1991; (4) white principals were extremely likely to be retained regardless of the racial composition of the LSC; (5) no strong relationship could be established between an LSC's retention decision and the principal's race; (6) both the percentage of Hispanic principals systemwide and the retention rate for Hispanic principals were very low; and (7) the central school administration does not give LSCs or principals adequate assistance with the selection process. Recommendations for improving communications and the recruitment process are suggested. Statistical data are presented on 11 tables. The following materials are appended: (1) a list of eight references; (2) supplementary statistical data on six tables; (3) a discussion of the method used to test for statistical significance; and (4) a statement verifying the appropriateness of the research methodology and the accuracy of the findings. (FMW)

ED 331 902 UD 027 702

Raya, Luis O. Pena-Barrero, Luis
Bilingual Education: 1987-1990. Three Year Analysis.

Aspira, Inc., New York, N.Y.

Pub Date—18 May 90

Note—26p.

Available from—Aspira of New York, Inc., 332 East 149th St., Bronx, NY 10451.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Compliance (Legal), Elementary Secondary Education, *English (Second Language), *Enrollment Trends, Hispanic Americans, *Limited English Speaking, School Statistics, *Transitional Programs, Urban Schools

Identifiers—*Hispanic American Students, Latinos, *New York City Board of Education

This document analyzes trends in bilingual education in New York City Public Schools between 1987 and 1990. Statistical data were drawn from New York City Board of Education Consent Decree Compliance Reports and other school statistics. The following findings are included: (1) the number of all limited-English-proficient (LEP) students increased by 29.1 percent; (2) the number of LEP students entitled to bilingual education services increased by 6.8 percent; (3) the number of entitled Latino LEP students increased by 5.6 percent; (4) high Latino withdrawal rates are associated with insufficient bilingual education classes; (5) the number of bilingual education teachers, English-as-a-second-language teachers, and Spanish bilingual guidance counselors increased; (6) the total number of LEP students enrolled in bilingual programs increased; (7) vocational programs showed the greatest increase in bilingual programs; (8) alternative/special high schools have the highest percentage (12.2 percent) of LEP students receiving no bilingual education; and (9) while there were disturbing decreases in the number and percentage of LEP students receiving bilingual services in some community school districts, there was a major increase in the percentage of entitled LEP students receiving bilingual services in other districts, particularly in Queens. Statistical data are presented in 36

tables. (FMW)

ED 331 903

UD 027 706

Ponessa, Joan M.

Accurate Dropout Reporting Procedures Needed.

Public Affairs Research Inst. of New Jersey, Inc.

Pub Date—May 90

Note—7p.

Available from—Public Affairs Research Institute of New Jersey, Inc., 212 Carnegie Center, Suite 100, Princeton, NJ 08540-6212.

Journal Cit—Public Affairs Focus: n12 May 1990

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Rate, *Dropout Research, Elementary Secondary Education, *School Statistics, State Surveys, *Statistical Analysis, Statistical Data, *Statistical Studies, Urban Schools

Identifiers—*New Jersey

Despite statewide standards, the accuracy of statistical data on dropouts reported by New Jersey schools appears to vary considerably from district to district. Moreover, statewide dropout rates differ significantly depending on the method of calculation used. Several different methodologies, which incorporate unverified information collected from local school districts, result in the reporting of different statewide dropout rates in national and state reports. None of these methods includes information on individual students, or on students who drop out of elementary school. Varying interpretations of state dropout reporting requirements and the wide range of dropout rates reported by districts underscore the need for more carefully defined criteria for district reporting as well as evaluations of the accuracy of the reported data. However, the additional information needed to accurately compute the dropout rate would place huge demands on urban districts, most of which have little or no computerized support due to financial constraints as well as to reluctance to adapt to new technologies. The Department of Education must emphasize the requirement for reporting presecondary dropouts and incorporate that information in the calculation of statewide dropout rates. A statewide electronic student tracking system, interconnected to district data bases, appears to be the only realistic solution to overseeing student enrollment status and relieving the ever-growing reporting burdens on urban districts. (FMW)

ED 331 904

UD 027 732

One Voice, One Future: A Latino Funding Agenda from the Latino Community and Its Leadership. The Los Angeles County Latino Assessment Study. Full Report. [Tomas Rivera Center Working Paper.]

Tomas Rivera Center, Claremont, CA.

Pub Date—90

Note—131p.

Available from—Tomas Rivera Center, 710 North

College Avenue, Claremont, CA 91711.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Development, Dropout Prevention, Economic Development, *Financial Support, *Hispanic Americans, Leadership Training, *Long Range Planning, Needs Assessment, *Political Power, Quality of Life, Urban Areas

Identifiers—*California (Los Angeles), *Latinos

This report identifies funding priorities to assist governmental and philanthropic agencies in meeting the long-range needs of the Latino community of Los Angeles (California). Information was gathered from a community survey, a survey of Latino community leaders, and focus groups comprised of representatives from various sectors of the Latino community. Of the many needs identified, Latinos feel that the problems of women and children warrant special attention because of their acute vulnerability and historical neglect. In addition to funding, more attention needs to be focused on empowering individuals and organizations in the Latino community. The following primary funding priorities and strategies for meeting needs are discussed in detail: (1) political participation; (2) education; (3) economic development; and (4) leadership development. The following additional priorities are also discussed: (1) health; (2) social services; (3) immigration; (4) legal services; (5) crime; and (6) housing. Comprehensive plans designed to attack the larger problems facing Latinos should be developed based on these priorities. Statistical data are presented in 64 tables and 16 graphs. (FMW)

ED 331 905

UD 027 824

Lomotey, Kofi, Ed.

Going to School: The African-American Experience.

Report No.—ISBN-0-7914-0317-3

Pub Date—90

Note—255p.

Available from—State University of New York

Press, State University Plaza, Albany, NY 12246.

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement Tests, *Black Education, *Black Students, Case Studies, *Educational Improvement, Elementary Secondary Education, Higher Education, *Multicultural Education, Private Schools, Public Schools, *Underachievement, Urban Schools

Identifiers—*African Americans, Problem Identification

This volume presents the views of a range of African-American educators on questions related to African-American academic achievement. The concern in this volume is with the persistent, pervasive, and disproportionate underachievement of African-American students. The book is divided into four parts. Part 1, "Problem Identification," comprises the following chapters: (1) "An Interview with Booker Peek" (K. Lomotey); and (2) "The State of African-American Education" (F. C. Jones-Wilson). Part 2, "Factors Affecting Academic Achievement," comprises the following chapters: (3) "Changing an Urban School: Problems of Capacity and Power" (J. R. Bliss and M. C. Carrasco); (4) "Combating Deculturation of the African-American Child in the Public School System: A Multicultural Approach" (F. Boateng); (5) "Policy Failure in Urban Schools: How Teachers Respond to Increased Accountability for Students" (M. J. Shujaa); (6) "Helping Black Children Succeed: The Significance of Some Social Factors" (N. M. Haynes and J. Comer); and (7) "Literacy and Schooling in Subordinate Cultures: The Case of Black Americans" (J. U. Ogbu). Part 3, "Limitations of Academic Achievement Measures," comprises the following chapters: (8) "Limitations of Current Academic Achievement Measures" (A. G. Hilliard, III); and (9) "Standardized Test Scores and the Black College Environment" (J. Fleming). Part 4, "Programs that Work," comprises the following chapters: (10) "The Madison Elementary School: A Turnaround Case" (B. A. Sizemore); (11) "Qualities Shared by African-American Principals in Effective Schools: A Preliminary Analysis" (K. Lomotey); (12) "African-American Achievement: A Research Agenda Emphasizing Independent Schools" (J. D. Ratteray); and (13) "Visions for Children: Educating Black Children in the Context of Their Culture" (J. Hale-Benson). A 283-item bibliography is appended. (AF)

ED 331 906

UD 027 852

Directory of Puerto Rican Elected Officials in the United States.

National Puerto Rican Coalition, Washington, DC.

Pub Date—Dec 89

Note—41p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Boards of Education, City Officials, *Community Leaders, County Officials, *Individual Characteristics, Legislators, *Public Officials, *Puerto Ricans, State Officials

This directory of Puerto Rican elected officials in the United States is intended to serve as a benchmark of Puerto Rican political participation and to encourage community leaders to run for public office. The survey conducted for this directory identified 123 elected officials in 11 states with Puerto Rican populations of 10,000 or more. Compared with the total population and with other Hispanic American groups, Puerto Ricans are underrepresented among officeholders. The highest number of officeholders is found at the school board and the municipal level, reflecting the urban character of the Puerto Rican community. One-third of the officeholders are female. The age distribution of the officeholders is comparable to that of the Puerto Rican community. Seventy-eight percent are members of the Democratic Party. The following states are included: (1) California; (2) Connecticut; (3) Florida; (4) Illinois; (5) Indiana; (6) Massachusetts; (7) Michigan; (8) New Jersey; (9) New York; (10)

Ohio; and (11) Pennsylvania. The directory is organized by state and by the following levels of office: (1) Federal representatives; (2) state officials; (3) county officials; (4) municipal officials; (5) judicial/law enforcement officials; and (6) education/school board members. School board members are organized alphabetically by district name in ascending order by district number and alphabetically by incumbent's last name. Population figures are based on the 1980 Census. One table of statistical data is included. An explanation of the methodology used to compile the directory and a list of eight references are appended. (FMW)

ED 331 907

UD 027 936

Chapter 1 as an Educational Resource in South Carolina.

South Carolina State Dept. of Education, Columbia. Office of Federal Programs.

Pub Date—Jun 90

Note—40p.; For an earlier report, see ED 302 620.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, *Educationally Disadvantaged, *Educational Resources, Elementary Education, Kindergarten, Learning Readiness, Mathematics Achievement, Parent Participation, Program Descriptions, Reading Achievement, *Special Needs Students

Identifiers—*Education Consolidation Improvement Act Chapter 1, *South Carolina

This publication presents a summary of South Carolina's use of funds provided by Chapter 1 of the Education Consolidation and Improvement Act as an educational resource for educationally deprived children from 1985 to 1989, and identifies projects exhibiting the greatest gains in student achievement during fiscal year 1989. The report consists of two principal parts. The first part presents statistical data summarizing the impact of Chapter 1 resources statewide over the past five years in the following areas: (1) state allocation; (2) number of students participating; (3) participants by instructional category; (4) personnel employed to serve Chapter 1 students; (5) budget funds by type of service; (6) program effectiveness in terms of National Curve Equivalent (NCE) gains; (7) services provided for parents; and (8) number of professionals and paraprofessionals employed. The second part of the report describes 25 Chapter 1 projects that have exhibited significant gains at all grade levels served. The projects fall within the following categories: (1) readiness; (2) kindergarten; (3) reading; (4) mathematics; and (5) parent involvement. Each project description follows a similar format offering a concise overview and comparative information, including kinds of instructional materials and supplies used. These summaries are intended to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to review other successful Chapter 1 programs. (AF)

ED 331 908

UD 027 968

Mingle, James R., Ed. Rodriguez, Esther M., Ed. Building Coalitions for Minority Success: A Report of the SHEEO Project on Minority Achievement in Higher Education.

State Higher Education Executive Officers Association.

Spans Agency—Ford Foundation, New York, N.Y.

Pub Date—Nov 90

Note—65p.

Available from—State Higher Education Executive Officers, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (\$14.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, American Indians, Black Students, Case Studies, College Students, *Educational Cooperation, *Educational Opportunities, Equal Education, *Higher Education, *Minority Groups, Program Descriptions, *State Boards of Education

Identifiers—Coalitions, Collaboratives, *State Role

This report describes initiatives of higher education boards to provide equal educational opportunities for minority students in the following states: (1) Arizona; (2) Colorado; (3) Illinois; (4) Massachusetts; (5) Montana; (6) New York; (7) Ohio; and (8) Tennessee. Evidence of school completion, academic preparation, college participation rates, undergraduate enrollment, and college graduation rates supports the compelling observation that minorities, many of whom are in lower socioeconomic

levels, are caught in a cycle of defeat and have not been well served by higher education or the education system in general. Experience indicates that the disparity among achievement levels of White, Black, Hispanic, and American Indian students will not be adequately addressed until there is systematic change at state and institutional levels. In 1988-89, the State Higher Education Executive Officers (SHEEO) sponsored a challenge grant program that sought responses to the following issues: (1) improved data collection and student tracking mechanisms; (2) improved student transfer functions of two-year institutions; and (3) improved funding and admissions policies. This publication presents higher education board reports from the eight states selected to develop models of success. The reports reveal that minority success requires a concerted and coordinated effort from all the partners: public schools, colleges and universities, community agencies, businesses, and state and institutional leaders. (AF)

ED 331 909 UD 027 975

National ESEA Chapter 1 Schoolwide Projects

Conference.

Cleveland Public Schools, Ohio.

Report No.—TAC-B-136

Pub Date—Dec 90

Note—116p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Compensatory Education, Computer Assisted Instruction, Educational Objectives, Educational Planning, *High Risk Students, Mathematics Instruction, *Needs Assessment, Outcomes of Education, Parent Participation, Primary Education, Program Descriptions, *Program Design, Reading Instruction, *Urban Schools

Identifiers—*Cleveland Public Schools OH, *Education Consolidation Improvement Act Chapter 1, Elementary Secondary Education Act

This document is a collection of schoolwide compensatory education project plans for 22 elementary schools in the Cleveland (Ohio) Public Schools system, with funding provided by Chapter 1 of the Education Consolidation and Improvement Act. Chapter 1 project plans are included for the following schools: (1) Alfred A. Benesch; (2) Andrew J. Rickoff; (3) Anton Grdina; (4) Buhrer; (5) Dike; (6) Henry Longfellow; (7) John W. Raper; (8) Joseph Landis; (9) Lafayette Contemporary Academy; (10) Marion C. Seltzer; (11) Marion Sterling; (12) Mary B. Martin; (13) Miles Park; (14) Mount Auburn; (15) Mount Pleasant; (16) Paul Dunbar; (17) Scranton; (18) Stephen E. Howe; (19) Tremont; (20) Wade Park; (21) Waverly; and (22) Woodland Hills. Each plan contains detailed information in the following areas: (1) the needs assessment process, including sections identifying who was involved and specifying data used; (2) identification of schoolwide project goals in terms of measurable objectives and desired outcomes; and (3) identification of schoolwide project goals through program design, including sections addressing the schoolwide instructional project (in such areas as reading, mathematics, and computer education), schoolwide pupil services (in such areas as counseling and remedial resources), and procedures to implement the schoolwide project (including pull-out programs, team teaching, and parent involvement). (AF)

ED 331 910 UD 027 978

Reaching High-Risk Youth through Model AIDS

Education Programs: A Case by Case Study.

Center for Population Options, Washington, DC.

Pub Date—90

Note—21p.

Available from—Center for Population Options, 1025 Vermont Avenue, N.W., Suite 210, Washington, DC 20005 (\$5.00).

Pub Type—Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Acquired Immune Deficiency Syndrome, *Adolescents, *At Risk Persons, Case Studies, Demonstration Programs, *Disadvantaged Youth, Elementary Secondary Education, *Health Education, Institutional Cooperation, Program Evaluation, Sex Education, *Youth Agencies

Identifiers—Collaboratives, *Partnerships

This report evaluates the High Risk Youth Demonstration Project, which is predicated on the idea that youth-serving agencies (YSAs) can be key sources for adolescent AIDS education. When the Center for Population Options (CPO) conceptual-

ized a strategy for bringing AIDS education to underserved youth, it was responding to the following three areas of concern: (1) that youth deserved, but were not receiving, adolescent-specific comprehensive AIDS education; (2) that the AIDS epidemic was taking an unknown toll on homeless, street, minority, and disenfranchised youth; and (3) that mainstream YSAs remained underused in the national campaign to prevent HIV infection. While many YSAs had begun to offer sexuality education, few had taken the next step into HIV prevention and AIDS education. In 1988, CPO approached three youth-serving agencies with a plan for collaboration. CPO selected the Young Women's Christian Association (YWCA), the Salvation Army, and the Big Brothers/Big Sisters of America to pilot-test model HIV prevention programs at their affiliate levels. The report evaluates the overall project and the emerging programs of each participating agency, highlighting program findings through a case-by-case study. The report includes a list of five references and an appendix summarizing evaluation designs and results. (AF)

ED 331 911 UD 027 979

Quiroz, Julie

Testimony on the Economic Status of Hispanic Children and Families. Presented before the Select Committee on Children, Youth, and Families, U.S. House of Representatives, September 25, 1989.

Pub Date—25 Sep 89

Note—18p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Economic Opportunities, *Economic Status, *Employment Opportunities, Family (Sociological Unit), *Family Characteristics, *Family Financial Resources, Family Income, Hearings, *Hispanic Americans, *Poverty, Public Policy

Identifiers—Congress 100th

This document presents testimony delivered before the House Select Committee on Children, Youth, and Families on the economic status of Hispanic children and families in the United States. The speaker, a senior policy analyst at the National Council of La Raza, focuses on the strengths of Hispanic families, the economic challenges they face, and the public policy implications of these findings. Findings on Hispanic family strengths include the following: (1) spouse earnings provide increasing support for Hispanic families; (2) Hispanic families have a strong work ethic; and (3) Hispanic families can withstand negative influences. The testimony examines signs of stress in the following areas: (1) poverty among Hispanic children; (2) poverty among married-couple families; (3) poverty among families headed by native-born Hispanics; and (4) the growing income gap between Hispanics and Whites. The following implications for the future are suggested for policymakers' consideration: (1) earnings-focused policies are a high priority for Hispanic families; (2) Hispanic families can and will take advantage of increased opportunities; and (3) high priority should be given to programs and policies that preserve and reinforce the strengths of Hispanic families. These would include community-based education models, family-focused social services, and more flexible housing assistance regulations. Statistical data in nine graphs are appended. (AF)

ED 331 912 UD 027 996

Johnson, James B.

Academic Preparation of Minorities in the Omaha Public Schools.

Spons Agency—Nebraska Univ., Omaha. Center for Applied Urban Research.

Pub Date—May 89

Note—17p.; Paper prepared for the Omaha Minority Conditions and Research Conference (Omaha, NE, May 19-20, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Rating, American Indians, Black Students, *Desegregation Effects, Elementary Secondary Education, Equal Education, Hispanic Americans, *Minority Groups, Outcomes of Education, Racial Composition, *Racial Differences, *Special Needs Students, *Teacher Student Ratio, Urban Schools, White Students

Identifiers—*Omaha Public Schools NE

This study compares the academic preparation of American Indian, Black, and Hispanic American students with that of White students in the Omaha (Nebraska) Public Schools (OPS). The following measures were examined: (1) racial composition, indicating the school's social and academic atmosphere; (2) student-teacher ratios, indicating educational quality; (3) California Achievement Test (CAT) scores, indicating academic achievement; (4) placement of special needs students, indicating educational quality; and (5) the number of high school graduates who attend college or obtain employment. The following findings are discussed: (1) the voluntary desegregation plan has increased the social, economic, and ethnic diversity of the schools; (2) the teaching staff has been more equitably distributed among the schools and the student-teacher ratios have been reduced; (3) minority group students tend to score lower on achievement tests than do White students, but the difference decreases over time; (4) more minority group students are placed in remedial programs than White students and more White students are placed in programs for the gifted than minority group students; and (5) a large percentage of both minority group students and White students continue their education and/or find employment after high school graduation, but the difference between minority group students and White students persists. Statistical data are presented in seven tables. A list of nine references is appended. (FMW)

ED 331 913 UD 027 997

Kolas, Bernard

Student Retention and the Omaha Public Schools: Performance and Challenge.

Spons Agency—Nebraska Univ., Omaha. Center for Applied Urban Research.

Pub Date—May 89

Note—8p.; Paper prepared for the Omaha Minority Conditions and Research Conference (Omaha, NE, May 19-20, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, Black Students, *Dropout Characteristics, Dropout Research, Elementary Secondary Education, Hispanic Americans, *Minority Groups, *Racial Differences, *School Holding Power, Socioeconomic Status, *Student Attrition, Urban Schools, White Students

Identifiers—*Hispanic American Students, *Omaha Public Schools NE

This study examines patterns of student attrition and retention in the Omaha (Nebraska) Public Schools (OPS). The following dropout characteristics were studied: (1) low socioeconomic status (SES); (2) minority group membership; (3) low achievement test scores; (4) low academic grades; (5) enrollment in a nonacademic (vocational or general) high school program; and (6) problem behaviors, including delinquency and truancy. The following findings are presented: (1) minority group students comprise 32.8 percent of the student population; (2) minority group student attendance rates at traditional schools are markedly higher than at Individualized Study Centers (ISCs), which serve students with behavior problems; (2) parental influence, lack of interest, and poor attendance (in that order) were cited by dropouts as reasons for leaving school; (3) suspension rates for Black and Hispanic American OPS students were higher than national averages; and (4) minority group high school students, with the exception of Asian Americans, demonstrate significantly higher attrition rates than White students. Statistical data are presented in five tables. A list of eight references is appended. (FMW)

ED 331 914 UD 028 007

Portes, Alejandro Rumbaut, Ruben G.

Immigrant America. A Portrait.

Report No.—ISBN-0-520-07038-0

Pub Date—90

Note—323p.

Available from—University of California Press, Berkeley, CA 94720.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Adjustment (to Environment), *Biculturalism, *Bilingualism, Cultural Pluralism, English (Second Language), Foreign Nationals, *Immigrants, Public Policy, Social Integration, Undocumented Immigrants, United States History, Urban Areas

Identifiers—*Americanization, Emigrants, Emigra-

tion. *Immigration
This book aims to synthesize the major aspects of recent immigration to the United States, focusing on the diversity of origins of today's immigrants and their contexts of exit and on the diversity of their adaptation experiences and contexts of incorporation. The book consists of seven chapters. Chapter 1, "Who They Are and Why They Come," proposes a topology of contemporary immigrants that serves to organize the subsequent analysis of their economic, political, social, cultural, and psychological adaptation. Chapter 2, "Moving," examines immigrants' points of departure and patterns of settlement and the formation and function of new ethnic communities in the urban United States. Chapter 3, "Making It in America," looks at the incorporation of immigrants in the U.S. economy. Chapter 4, "From Immigrants to Ethnicity," analyzes immigrant politics, including underlying questions of identity, loyalty, and the determinants of current patterns of naturalization. Chapter 5, "A Foreign World," focuses on the psychology of immigrant adaptation. Chapter 6, "Learning the Ropes," discusses English language acquisition, the loss or maintenance of bilingualism, and new data on educational attainment. The concluding chapter studies the origins and impact of illegal immigration. The book includes eight figures, 34 tables, and a bibliography listing 366 references. (AF)

ED 331 915 UD 028 010

Oliver, Deborah F. Weisbender, Leo
Transiency and Stability in the Los Angeles Unified School District, 1988-89. Publication No. 552.

Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.

Pub Date—Oct 89

Note—67p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Dropouts, Elementary Schools, Elementary Secondary Education, Enrollment, *Enrollment Trends, High Schools, Junior High Schools, *Magnet Schools, *Regular and Special Education Relationship, *School Holding Power, *Transfer Students, Urban Schools
Identifiers—*Los Angeles Unified School District CA

This annual report shows student transiency and stability rates for the 1988-89 school year in the Los Angeles Unified School District (LAUSD). Transiency refers to the number of students who enter and leave a school during the year, expressed as a percentage. Stability refers to the number of students who remained in a school all year, expressed as a percentage of the starting enrollment. The formula for computing transiency and stability rates for 1987-88 and 1988-89 includes all interstate transfers, whereas earlier reports do not; therefore, the rates for 1988-89 are comparable to 1987-88 but not to previous years. Information was gathered for all regular, magnet, and special education schools. Rankings were computed for each group, with a summary for the district. The following findings are presented: (1) schools of choice (magnet schools and centers) had the highest stability and the lowest transiency rates; (2) regular senior high school students were more transient and less stable than the average LAUSD student; and (3) compared to the previous year, district stability remained the same and transiency increased slightly. Statistical data are presented in ten tables. (FMW)

ED 331 916 UD 028 011

Isaio, Steven And Others
The LAUSD Class of 2000: Framework for A Longitudinal Profile. Publication No. 547.

Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.

Pub Date—Dec 90

Note—34p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Achievement Rating, *Cohort Analysis, *Data Collection, Kindergarten, Kindergarten Children, Limited English Speaking, Longitudinal Studies, Outcomes of Education, Primary Education, *Program Evaluation, *Racial Composition, *Student Characteristics, Urban Schools
Identifiers—*Educational Indicators, *Los Angeles Unified School District CA

The Los Angeles Unified School District has chosen the class of 2000, comprised of those students who enrolled in kindergarten in 1987 and who will graduate from high school in June 2000, for

concentrated educational focus and detailed evaluation. A three-class cohort, which includes the class of 2000 and the classes that immediately precede and follow it, will be studied until each class graduates. A preliminary profile of the class of 2000 includes the following characteristics: (1) the ethnic composition of the class of 2000 is similar to that of the classes that started the year before and the year after; (2) nearly two-thirds (63.7 percent) of the students are Hispanic American, 15 percent of the students are Black, 14.2 percent of the students are White, and 4.9 percent of the students are Asian American; (3) approximately 40 percent of the students are limited English proficient; (4) kindergarten and grade 1 students had a notably lower retention rate than the previous year; and (5) comparisons of the academic achievement of the class of 2000 with the comparison classes reveal no clear trends. Future reports will include information about a wide range of educational indicators as they become available and relevant. Statistical data are presented in five tables. A list of 24 references is appended. (FMW)

ED 331 917 UD 028 013

Oliver, Deborah F.
Transiency and Stability in the Los Angeles Unified School District, 1989-90. Publication No. 556.

Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.

Pub Date—Aug 90

Note—66p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Dropouts, Elementary Schools, Elementary Secondary Education, Enrollment, *Enrollment Trends, High Schools, Junior High Schools, *Magnet Schools, *Regular and Special Education Relationship, *School Holding Power, *Transfer Students, Urban Schools
Identifiers—*Los Angeles Unified School District CA

This annual report shows student transiency and stability rates for the 1989-90 school year in the Los Angeles Unified School District (LAUSD). Transiency refers to the number of students who enter and leave a school during the year, expressed as a percentage. Stability refers to the number of students who remained in a school all year, expressed as a percentage of the starting enrollment. The formula for computing transiency and stability rates for 1987-88, 1988-89, and 1989-90 includes all interstate transfers, whereas earlier reports do not; therefore, the rates for those three years are comparable with each other, but not with the rates reported in previous years. Information was gathered for all regular, magnet, and special education schools. Rankings were computed for each group, with a summary for the district. The following findings are presented: (1) schools of choice (magnet schools and centers) had the highest stability and the lowest transiency rates; (2) regular senior high school students were more transient and less stable than the average LAUSD student; and (3) compared to the previous year, district stability and transiency remained fairly stable. Statistical data are presented in ten tables. (FMW)

ED 331 918 UD 028 015

Isaio, Steven
LAUSD Student Performance on the 1988-89 Scholastic Aptitude Test: Description and Comparative Analysis. Publication No. 549.

Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.

Pub Date—Apr 90

Note—41p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Rating, Achievement Tests, Asian Americans, Black Students, *College Bound Students, Hispanic Americans, *Racial Differences, Scores, Secondary Education, *Student Characteristics, Urban Schools, White Students
Identifiers—*Los Angeles Unified School District CA, *Scholastic Aptitude Test, Test of Standard Written English

This report analyzes the performance of Los Angeles Unified School District (LAUSD) students on the 1988-89 Scholastic Aptitude Test (SAT) and compares it to performance on the Test of Standard Written English (TSWE), to state and national samples. The following findings are presented: (1) 10,775 LAUSD students took the SAT; (2) the

mean total SAT score for LAUSD students was 817, compared with 906 for the state sample and 903 for the national sample; (3) the mean scores of LAUSD students on both the reading comprehension and the vocabulary SAT subscales were far lower than those of the state and national samples, and the same pattern emerged for the TSWE; (4) Hispanic American students were underrepresented in the SAT sample, Asian American students were significantly overrepresented, and White students were slightly overrepresented compared to their respective enrollments in grade 12; (5) although it has narrowed in the 1980s, the "ethnic gap" in achievement still exists; (6) the LAUSD sample comprised a higher proportion of at-risk students than the state and national samples; (7) the educational and career aspirations of LAUSD students were similar to those in the state and national samples; and (8) further analyses of individual items and groups of items are needed to identify specific skill deficits for particular student subgroups. Statistical data are presented in nine graphs. A list of two references and eight tables of statistical data are appended. (FMW)

ED 331 919 UD 028 017

Kimbrough, Ted D.
Evaluation of the Fiscal 1989 Education Consolidation and Improvement Act (ECIA) Chapter 1 Program.

Chicago Public Schools, Ill.

Pub Date—Oct 90

Note—157p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—*Compensatory Education, *Educationally Disadvantaged, Educational Objectives, Elementary Secondary Education, Mathematics Achievement, *Outcomes of Education, Parent Participation, Program Evaluation, Reading Achievement, *Special Needs Students, Student Motivation, *Supplementary Education, Urban Schools
Identifiers—*Chicago Public Schools IL, *Education Consolidation Improvement Act Chapter 1

This report evaluates the Education Consolidation and Improvement Act (ECIA) Chapter 1 program in the Chicago (Illinois) Public Schools for 1988-89. The purpose of the program was to serve the most educationally needy students residing in eligible school attendance areas through supplementary and categorical activities. Services were scheduled in 1988-89 in 257 public elementary schools, 111 nonpublic elementary schools, 35 public high schools, and 15 nonpublic high schools. Participants included more than 73,000 students, and more than 1,500 teachers, aides, and other staff were involved at a cost of about \$85 million. This evaluation report for fiscal 1989 is a compilation of separate reports on all aspects of the Chapter 1 program outlined in the annual application for Federal funding. Objectives and findings are reported concerning improvement in the following areas: (1) school performance generally; (2) student reading skills; (3) student mathematics skills; (4) English language skills of bilingual students; (5) student motivation and behavior; (6) student vocational skills; (7) student health; (8) participation and involvement of parents; (9) skills of the teaching staff; and (10) high school completion rates. Chapter 1 offerings are presented within the following categories: (1) supplementary instructional approaches; (2) supportive services; (3) special programs; (4) secondary supplementary services; and (5) nonpublic instructional and support services. Statistical data in tables are included. (AF)

ED 331 920 UD 028 020

Seeking Success: Educating Pregnant and Parenting Teenagers.

Conference of Large City Boards of Education, Albany, NY.

Pub Date—90

Note—35p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adolescents, Case Studies, *Child Rearing, Day Care, *Early Parenthood, *Females, Graduation, High School Students, Holistic Approach, *Pregnant Students, Program Descriptions, Secondary Education, *Social Services, Special Needs Students, Urban Problems, *Urban Schools
Identifiers—*New York

This report presents case studies of pregnant and parenting teenagers in the "Big Five School Districts," New York State's five largest urban school

districts: Buffalo, New York City, Rochester, Syracuse, and Yonkers. Adolescent parents and their children depend heavily on a number of services to survive, including education, health, and social services. While some programs exist that provide a coordinated range of comprehensive services, many others are piecemeal and fragmented and operate in isolation from each other. Holistic service networks are critical in helping adolescent mothers succeed as students and parents. This report presents 16 problems and recommendations specific to the needs of pregnant and parenting teenage students. The report proposes a model education program to coordinate available services and suggests additional health and social services. The case manager is seen as the critical link between school and other essential services as well as the means to save money by avoiding duplication. While schools cannot and should not assume complete responsibility for non-educational services, they are crucial in coordinating educational and social service agencies. Recommendations are included for both in-school and community day care programs. The report includes a bibliography listing 41 references. (AF)

ED 331 921

UD 028 021

Willis, Irene

A Guide to the Basic Skills Program Improvement Process.

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.

Pub Date—[91]

Note—286p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Basic Skills, Compensatory Education, Data Analysis, Elementary Secondary Education, Inservice Teacher Education, Literature Reviews, *Peer Evaluation, *Program Evaluation, *Program Improvement, *School Effectiveness, *School Visitation

Identifiers—*New Jersey

The Basic Skills Program Improvement Process (BSPIP) is a peer review opportunity offered to New Jersey School districts by the Division of Compensatory/Bilingual Education of the New Jersey State Department of Education. BSPIP is a project designed to encourage school personnel to examine the quality of their compensatory basic skills programs with regard to research factors known to be strongly related to school effectiveness. Training in how to conduct the review process, with emphasis on how to gather and analyze data, can be provided by the state education department; however, even without this assistance, participating staff should be able, using this manual, to conduct assessments of programs in their own and/or similar schools. The guide is divided into five sections. The first section orients the user to BSPIP. The next four sections describe the procedures and responsibilities associated with each of the following phases of the process: (1) initiation; (2) preparation for the external study team visit; (3) the external study team visit; and (4) follow-up. Appendices include a sample visit schedule, summaries of the research used to focus the review, and descriptions of teacher and student behaviors for use in analyzing classroom observations. Twenty figures are included. (AF)

ED 331 922

UD 028 023

Collins, Robert A. Hanson, Marjorie K.

School-Based Management/Shared Decision-Making Project 1987-88 through 1989-90. Summative Evaluation Report.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

Pub Date—Jan 91

Note—106p.

Pub Type—Reports - Descriptive (141) — Reports

— Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Attitudes, *Educational Innovation, Elementary Secondary Education, *Participative Decision Making, Pilot Projects, Principals, Program Descriptions, Questionnaires, *School Based Management, School Restructuring, *Teacher Attitudes, Urban Schools

Identifiers—*Dade County Public Schools FL

This two-part document reports on the summative, district-level evaluation of 33 Dade County (Florida) schools that participated in a 3-year pilot School-Based-Management/Shared Decision-Making (SBM/SDM) program, and describes the operation and impact of selected innovations operating in some of the schools. Evaluation information was

drawn from teacher and principal surveys, educational indicators, and the findings of two earlier formative evaluations. The following highlights of the districtwide findings are included: (1) SBM teachers rated their school climate better than non-SBM teachers; (2) teacher expectations, estimations of the impact of the project, and favorable attitudes toward specific aspects of the project decreased over the 3 years; (3) most substantial support for teacher participation in decision-making was noted in the areas of curriculum development and student discipline; (4) teachers reported that "collegiality" was increasingly characteristic of SBM schools; (5) principals rated the efficiency/effectiveness of SDM as "moderate," and felt that the project had made their jobs more difficult; and (6) the suspension and dropout rates of SDM schools declined over the 3 years. The tentative impacts of the following selected innovations are discussed: (1) peer evaluation; (2) different roles for teachers; (3) block scheduling; (4) school-within-a-school; (5) teachers as advisers; and (6) the Berlitz approach to Spanish language instruction. Statistical data are presented in 49 tables and two graphs. Three survey questionnaires are appended. (FMW)

ED 331 923

UD 028 024

The School Improvement Plans of 1990: What the Schools Will Do.

Chicago Public Schools, Ill.

Pub Date—Dec 90

Note—79p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Educational Change, *Educational Improvement, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Outcomes of Education, Program Descriptions, *Program Implementation, *Student Needs, *Urban Schools

Identifiers—*Chicago Public Schools IL

The Chicago (Illinois) School Reform Act of 1988 (Public Act 85-1418) mandated that each school in the city's public school system prepare a three-year school improvement plan. This report summarizes the most salient features of 539 plans in the form of the following goals: (1) improved achievement in reading, writing, mathematics, sciences, and higher-order thinking; (2) improved attendance; (3) increased high school graduation rates; (4) decreased retention in grade; (5) provision of a common learning experience reflecting high expectations for all students; (6) universal preschool; (7) reduced class size; (8) athletic programs encouraging pride, and a reduction in the number of dropouts; (9) preparation for transition to employment; (10) preparation for transition to further education; (11) enhanced foreign language and international studies programs; (12) programs fostering creative expression; (13) adequate services for special needs students; (14) curricula meeting college entrance criteria; (15) provision of adequate counseling; (16) staff development opportunities; (17) strengthening of teachers' professional development opportunities; (18) strengthening of teachers' professional authority concerning instruction and teaching methods; (19) increased parental involvement; (20) training of parents to assist their children to learn effectively; and (21) increased participation and support of the community, businesses, and other local institutions and individuals. The following topics are also discussed: (1) curriculum; (2) staffing and resources; (3) working conditions; (4) educational opportunity; and (5) monitoring implementation of the plan. (AF)

ED 331 924

UD 028 025

Summary Report on the Results of the April 1990 Standardized Testing Program. Research, Evaluation, and Planning Report.

Spons Agency—Chicago Public Schools, Ill.

Pub Date—Jan 91

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Academic Standards, Educational Change, Elementary Secondary Education, *National Norms, Program Implementation, *Standardized Tests, *Testing Programs, Test Interpretation, Test Norms, *Test Results, Test Use

Identifiers—*Chicago Public Schools IL, Iowa Tests of Basic Skills, Tests of Achievement and Proficiency

The Chicago (Illinois) School Reform Act of 1988 (Public Act 85-1418) established the performance of students on a nationally normed, standardized

test as a key measure of success. In the Chicago Public Schools, the tests used are the Iowa Tests of Basic Skills (ITBS) in the elementary grades and the Tests of Achievement and Proficiency (TAP) in high school. This report summarizes the results achieved on the ITBS and TAP testing conducted in spring 1990, during the first year of the reform implementation. This information is seen as establishing a baseline against which progress can be measured during the next several years. This baseline can be expressed in several ways, but the simplest is the percentage of students below the national norms. The key tables in the report present the information in this format. This measure provides a convenient way of knowing how much progress is being made toward the legislative goal of having at least half of all students in each school at or above national norms, regardless of race, ethnicity, gender, or family income. Results indicate that, depending upon the grade and subject, improvement of 20 to 30 percent or more must take place. Eight tables of statistical data are included. (AF)

ED 331 925

UD 028 026

Comprehensive Planning for School Improvement.

Chicago Public Schools, Ill.

Pub Date—Feb 91

Note—89p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Guides, Compensatory Education, Educational Change, *Educational Finance, *Educational Improvement, Educational Legislation, *Educational Objectives, *Educational Planning, Elementary Secondary Education, *Program Implementation, Urban Schools

Identifiers—*Chicago Public Schools IL, Education Consolidation Improvement Act Chapter 1

The Chicago (Illinois) School Reform Act of 1988 (Public Act 85-1418) requires each attendance center in the Chicago Public Schools system to prepare a three-year School Improvement Plan. This guide was prepared to help schools coordinate various plans and to link improvement planning with budgeting. The guide includes four principal sections. The first section, "Planning for School Improvement," outlines 12 main steps in the planning process and presents a calendar of key events to help map a planning timeline. The second section, "Mandated School Plans," presents information on the following: (1) the Chicago school improvement plan, including a listing of 20 goals pertaining to student performance, educational programs, staff, and parents and community; (2) the Illinois state Chapter 1 plan; (3) the Federal Chapter 1 plan; (4) the Project CANAL (Creating a New Approach to Learning) plan; and (5) the school plan for learning objectives. The third section, "Expenditure Plan," provides a description of the financial plan and budgeting process. The fourth section, "Suggested Plan Format," presents a sample ledger designed to help incorporate legislative requirements in school improvement planning. Appendices include a suggested needs assessment, a sample parent/community survey, annual targets for student performance objectives, and potential school improvement strategies. A 26-item bibliography is included. (AF)

ED 331 926

UD 028 027

Chinese Opportunities in Career Education (Project Choice) 1989-90. Final Evaluation Report. OREA Report.

New York City Board of Education, Brooklyn, NY.

Office of Research, Evaluation, and Assessment.

Pub Date—90

Contract—T003A80022

Note—15p.

Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Career Education, *Chinese Americans, *English (Second Language), High Schools, *Instructional Materials, *Limited English Speaking, *Parent Participation, Urban Schools

Identifiers—*New York City Board of Education, *Project CHOICE

Chinese Opportunities in Career Education (Project CHOICE) served 547 Chinese-speaking limited-English-proficient students in two New York City high schools during the 1989-90 school

year. Project CHOICE provided instruction in English-as-a-second-language (ESL), native language arts (NLA), bilingual content area subjects, and career education. The project also offered supplementary student services, staff and curriculum development, and parent involvement activities. The project met or exceeded all of its objectives in the following areas: (1) ESL; (2) NLA; (3) content area subjects; (4) career education; (5) attendance; (6) staff development; (7) curriculum development; and (8) parent outreach. Strengths included effectiveness as a liaison between school staff, students, and parents; excellent student academic achievement and attendance rates; and a wealth of staff-developed curriculum materials. Statistical data are presented in two tables. (FMW)

ED 331 927 UD 028 028

Dropout Reduction through Employment, Achievement, and Motivation. (Project Dream). 1989-90. Final Evaluation Report. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—90
Contract—T003A90063
Note—17p.

Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Bilingual Education Programs, *Dropout Prevention, *Dropout Programs, English (Second Language), High Risk Students, High Schools, Hispanic Americans, *Limited English Speaking, Urban Schools

Identifiers—*Hispanic American Students, *New York City Board of Education

Project Dropout Reduction through Employment, Achievement, and Motivation (DREAM) provided 445 Spanish-speaking limited-English-proficient students with English-as-a-second-language (ESL), Native Language Arts (NLA), and bilingual content area courses at South Bronx High School (New York) during the 1989-90 school year. Project DREAM met its objectives in the following areas: (1) NLA; (2) attendance; (3) dropout prevention; (4) improving student self-image; (5) guidance counseling; (6) staff development; (7) curriculum development; and (8) parent involvement. The program partially met its objectives for ESL and content area subjects. A lack of statistical data prevented the assessment of the objective for suspension rate. The project's strength lay in providing support services which helped ease the students' transition to life in the United States and fostered pride in themselves and their native cultures. Statistical data are presented in one table. (FMW)

ED 331 928 UD 028 029

Asian-American Communications In-School Staff and Parent Workshops. (A-AC) 1989-90. Final Evaluation Report. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—90
Note—13p.

Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn NY 11201.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian Americans, *Cross Cultural Training, *Cultural Awareness, Elementary Secondary Education, Higher Education, *Intervene Teacher Education, *Parent Participation, Parent Workshops, Program Evaluation, Teacher Workshops, Urban Schools

Identifiers—*New York City Board of Education

The Asian American Communications In-School Staff and Parent Workshops (A-AC) provided three phases of on-site workshops on Asian cultures for personnel in New York City schools with large Asian student populations, and also provided related support services upon request. Phase I workshops were based on a needs survey, Phase II workshops were follow-up workshops, and Phase III workshops provided information on Chinese American history and literature upon request. Evaluation information included questionnaires completed by workshop participants and telephone interviews with the 47 schools receiving services in 1989-90.

A-AC met its objectives of conducting a pre-Phase I needs assessment, providing 40 Phase I workshops and 20 Phase II workshops, and offering Phase III workshops and follow-up services upon request. It partially met its objective of providing parent workshops on request due to insufficient staff. The project should reevaluate its involvement in providing support services, given the low level of need expressed by the schools. (FMW)

ED 331 929 UD 028 030

Chunn, Eva Wells. And Others. Evaluation of the Cumulative Deficits in Basic Skills Program: The First Year, SY, 1989-90.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Feb 91
Note—23p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Basic Skills, Elementary Secondary Education, *Instructional Materials, *Low Achievement, Pretests Posttests, Program Evaluation, *Remedial Programs, Urban Schools

Identifiers—*Comprehensive Tests of Basic Skills, *District of Columbia, District of Columbia Public Schools

This evaluation of the 1989-90 Cumulative Deficits in Basic Skills Program (CDBSP) in Washington (District of Columbia) public schools uses achievement gains on the Comprehensive Test of Basic Skills (CTBS) and teacher use of specially developed instructional materials to assess program effectiveness. Information was gathered from an analysis of pretest-posttest scores on the CTBS of students in grades 3, 6, 8, 9, and 10 in 25 low-achieving elementary, junior high, and senior high schools. The following findings are presented: (1) students in grade 10 benefited most from the program, as indicated by overall gains in achievement; (2) students in grades 6, 8, and 9 did not benefit from the program, as indicated by overall declines in achievement; (3) the achievement of students in grade 3 did not change significantly; and (4) an analysis of the use of the specially designed instructional materials indicates that "Scoring High on the CTBS," when used by teachers in grade 10, was the most effective. Recommendations emphasize guidelines for the use of the specially designed instructional materials. Statistical data are presented in nine tables. (FMW)

ED 331 930 UD 028 031

Tuck, Kathy D. Albury. Aretha A. Values Education in the District of Columbia Public Schools.

District of Columbia Public Schools, Washington, D.C.

Pub Date—Jul 90
Note—149p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Educational Attitudes, Elementary Secondary Education, Moral Values, Outcomes of Education, Parent Attitudes, Questionnaires, Social Values, Student Attitudes, *Teacher Student Relationship, Urban Schools, *Values, *Values Clarification, *Values Education

Identifiers—*District of Columbia Public Schools

This survey assesses the status of student, teacher, and parent values in Washington (District of Columbia) public schools and examines attitudes toward current values-centered programs. The following value domains, which have the greatest impact on adolescent social and psychological development, are included: (1) educational; (2) moral; (3) social; (4) spiritual; (5) cultural; and (6) self-esteem. The following findings are highlighted: (1) students and staff show high levels of both positive and negative values; (2) student value formation is characterized by conflicts within as well as between the value domains; (3) positive student values ratings tend to decline with age; (4) student and staff values are strikingly similar, and incidental student-staff interactions have significant impact on student values; (5) teacher practices or behaviors are more closely related to student values than to teacher attitudes or beliefs; (6) teacher emphasis on values has the most potential impact on student social, moral, and cultural values; (7) student values mediate feelings of self-esteem, particularly in relation to academic achievement; (8) only one-fifth of the current extracurricular values/character education programs and activities are consistently related

to the formation of positive student values; and (9) parents and administrators support values education. Statistical data are presented in 15 tables and 19 graphs. The following materials are appended: (1) a list of 99 references; (2) statistical data presented in 12 tables and 16 graphs; (3) a glossary; and (4) five survey questionnaires. (FMW)

ED 331 931 UD 028 032

Bland, June. Public-Private Partnership Program Evaluation. 1988-89.

District of Columbia Public Schools, Washington, D.C.

Pub Date—Nov 90
Note—28p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, Cooperative Programs, *Education Work Relationship, High Schools, *House Plan, *Internship Programs, Program Evaluation, Relevance (Education), *School Business Relationship, School Restructuring, Surveys, Urban Schools

Identifiers—*District of Columbia Public Schools, *Partnerships

This evaluation of the 1988-89 Public Private Partnership (PPP) program in Washington (District of Columbia) was seriously limited by the unavailability of statistical data on student progress and internship performance. PPP was designed to improve the preparation of high school students for the world of work by involving community businesses in developing career-oriented "schools-within-a-school." Based on an analysis of responses to a survey, a significantly greater proportion of PPP graduates than regular program graduates attended postsecondary schools, continued to pursue the course of study begun in high school, and were less likely to be unemployed. The following findings were inferred from available statistical data: (1) PPP does not appear to be adversely affected by scheduling, lack of teacher autonomy, or lack of resources, with the exception of textbooks; (2) participants appeared to meet program requirements for ability, academic achievement, citizenship, and performance in internships; and (3) parents liked the program. Statistical data are presented in 16 tables. (FMW)

ED 331 932 UD 028 033

Bland, June. Implementation of the C-Average Policy. 1987-1990. (Revised).

District of Columbia Public Schools, Washington, D.C.

Pub Date—Nov 90
Note—18p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletics, *Extracurricular Activities, *Grade Point Average, Program Evaluation, *School Policy, Secondary Education, Secondary School Students, *Student Participation, Urban Schools

Identifiers—*District of Columbia Public Schools

Student participation in athletics and other extracurricular activities has declined following the implementation of the C-Average Policy in Washington (District of Columbia) junior and senior high schools. However, few students and advisors attributed the lack of participation to the policy, particularly at the senior high school level. Intended to emphasize the importance of academic achievement, the policy requires students in grades 9-12 who participate in extracurricular and cocurricular activities to have a C-average (2.0 cumulative grade point average) in subjects earning Carnegie credit. The following findings are presented: (1) the policy is more stringent than that of comparable school systems and is opposed by national and local school athletic associations; (2) in most schools, only tutoring of athletic team members during the season of play is emphasized; and (3) work and lack of student interest also have contributed to the decline in participation in athletics in recent years. Recommendations include lowering the required grade-point average and placing equal emphasis on attendance and behavior. Statistical data are presented in four tables. (FMW)

ED 331 933 UD 028 034

Stevenson, Zollie, Jr. Chunn, Eva Wells. Uniform Policy/Dress Codes: School Staff and Parent Perceptions of Need and Impact.

District of Columbia Public Schools, Washington,

D.C.
 Pub Date—Feb 91
 Note—32p.
 Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Administrator Attitudes, *Attendance, *Dress Codes, *Educational Attainment, Elementary Secondary Education, Parent Attitudes, *Policy Formation, *Student Behavior, Surveys, Teacher Attitudes, Urban Schools
 Identifiers—*District of Columbia Public Schools
 This study examines the impact of uniform/dress codes and practices on school climate, educational attainment, and student affective and cognitive domains in Washington (District of Columbia) schools. Information was drawn from surveys of 301 principals and teachers and 268 parents. The following findings are presented: (1) reasons cited for interest in a policy included the need to teach students that clothes do not make a person, financial savings for family, and parent concern that children might participate in an illicit act to purchase designer clothing; (2) elementary schools were more likely than secondary schools to be planning to implement a uniform policy, and senior high schools were more likely than elementary or junior high schools to be planning a dress code policy; (3) parents were usually involved in developing a uniform policy in elementary schools, but not in secondary schools; (4) the average price of a uniform for males in 1991 was \$119.57, compared with \$113.56 in 1989, and for females was \$130.67 in 1991, compared with \$108.47 in 1989; (5) there was no significant change in overall attendance or educational attainment after implementing a policy; and (6) parents and school staff believe that wearing uniforms has had a positive impact on school climate. Statistical data are presented in seven tables. A glossary and a list of three references are appended. (FMW)

ED 331 934 UD 028 035

Marcon, Rebecca A.
Early Learning and Early Identification: Final Report of the Three Year Longitudinal Study.
 District of Columbia Public Schools, Washington, D.C.
 Pub Date—Dec 90
 Note—87p.
 Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—*Academic Achievement, *Child Development, *Early Childhood Education, Early Experience, *Grade 1, *Kindergarten, *Learning Strategies, Longitudinal Studies, Outcomes of Education, Program Evaluation, Questionnaires, *Social Development, Urban Schools, Young Children
 Identifiers—*District of Columbia Public Schools

This three-year study of early learning programs in Washington (District of Columbia) public schools found that the extension of formal educational experiences to preschool and kindergarten classrooms does little to promote academic preparation and can actually hinder future academic achievement and overall child development. The Vineland Adaptive Behavior Scales were used to measure the progress of three cohorts of children from enrollment in pre-kindergarten or Head Start through grade 1. Preschool students were exposed to the following educational models: (1) Model M, combining child-initiated and academic, teacher-directed approaches; (2) Model AD, an academic, teacher-directed approach; and (3) Model CI, a child-initiated approach. Kindergarten students were exposed to ModAck/SE, emphasizing socioemotional goals, and ModAck, emphasizing academic preparation. The following summary conclusions are presented: (1) Model M is ineffective and should be eliminated; (2) Model CI fosters a higher level of social development and basic skills than the other two models; (3) Model AD places children at a disadvantage for later social development; and (4) ModAck/SE programs in kindergarten emphasizing socioemotional goals are more effective than ModAck programs emphasizing academics in kindergarten. Statistical data are presented in 38 tables and six graphs. The survey questionnaire and one table of statistical data are appended. (FMW)

ED 331 935 UD 028 037

Leddick, Linda Stavros, Denny
Follow-up Study of 1988 Graduates.
 Detroit Public Schools, MI. Dept. of Evaluation and Testing.
 Pub Date—Apr 90
 Note—90p.

RIE SEP 1991

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Academic Achievement, Early Parenthood, *Educational Attainment, *Employment Level, Followup Studies, *High School Graduates, High Schools, Income, *Individual Characteristics, Marital Status, *Outcomes of Education, Postsecondary Education, Questionnaires, Sex Differences, Urban Schools
 Identifiers—*Detroit Public Schools MI

This follow-up study of 1988 graduates of Detroit (Michigan) public high schools examines the status of graduates one year following graduation. Information was gathered from a survey and correlated with demographic and achievement information from student records. Findings must be interpreted in light of a 24 percent response rate to the survey, evidence that the respondents are representative of higher achieving, more affluent students, and overrepresentation of females in the response sample. The following key findings are included: (1) the majority of those who were working were also enrolled in postsecondary education; (2) of the 69 percent who were enrolled in an educational program, the majority attended four-year colleges, 78 percent were receiving financial aid, and the mean self-reported post-high school grade point average (GPA) was 2.7; (3) 5 percent were in a military program; (4) 2 percent were married and 11 percent were parents; (5) 51 percent gave the letter grade of "A" or "B" to the overall quality of their high schools; and (6) when asked to identify how their high schools had prepared them for the job market, the graduates indicated that the schools had provided an academic education (66 percent) taught them how to complete job applications (59 percent), and taught them interview skills (56 percent). The following materials are appended: (1) a history of graduate follow-up studies in Detroit; (2) a list of survey development members; and (3) modified survey forms presenting statistical data for respondents by the entire sample, by school type, and by gender. (FMW)

ED 331 936 UD 028 038

Stavros, Denny
Evaluation of the Instrumental Enrichment Project, 1988-89.
 Detroit Public Schools, Mich. Dept. of Research and Evaluation.
 Pub Date—Aug 89
 Note—58p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Abstract Reasoning, Academic Achievement, *Attendance, Classroom Techniques, Control Groups, *Emotional Disturbances, Intermediate Grades, Junior High Schools, *Learning Disabilities, Mainstreaming, *Middle Schools, Program Evaluation, Special Education, *Student Behavior, Urban Schools
 Identifiers—*Detroit Public Schools MI, *Instrumental Enrichment

This evaluation of the 1988-89 Instrumental Enrichment (IE) program in selected special education classrooms in Detroit (Michigan) found that the program was partially successful in achieving its goals. IE uses a series of paper-and-pencil exercises and follow-up discussions to increase participants' academic achievement, improve behavior, and return them to less restricted environments. A study sample of Emotionally Mentally Impaired (EMI) and Learning Disabled (LD) middle school students from IE classrooms was matched with a control group of special education students who had not been exposed to IE, and the groups were compared in terms of academic achievement, attendance, mainstreaming, and abstract thinking abilities. Teachers and parents were also surveyed about their perceptions of IE and its effects on participants. The following findings are presented: (1) participants did not improve their reading or mathematics achievement; (2) the effect of IE on abstract thinking abilities could not be determined; (3) the attendance of the LD participants improved significantly, but the attendance of the EMI participants did not; (4) the effect of IE on mainstreaming could not be determined; (5) teachers expressed positive attitudes toward IE and its effect on participants' behavior; and (6) parents reported positive changes in participants' behavior. Statistical data are presented in 15 tables. (FMW)

ED 331 937 UD 028 040

Youth Attitudes on Racism, High School Students'

Attitudes on Human Rights, Community Activity, and Steps that Might Be Taken to Ease Racial, Ethnic, and Religious Prejudice.
 Harris (Louis) and Associates, Inc., New York, N.Y.

Spons Agency—Northeastern Univ., Boston, MA.
 Boston Center for the Study of Sports in Society.
 Pub Date—Oct 90

Note—22p.; Also sponsored by the Reebok Foundation.

Available from—Northeastern University, Center for the Study of Sport in Society, 360 Huntington Ave., #244, Boston, MA 02115.

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Athletes, Athletics, Blacks, Civil Liberties, Cultural Awareness, High Schools, *High School Students, Hispanic Americans, *Minority Groups, National Surveys, *Racial Attitudes, Racial Bias, *Racial Relations, Role Models, Social Action, *Student Attitudes, Whites
 Identifiers—African Americans

This report presents the findings of a Harris survey of high school students' attitudes on human rights and racial relations, with special emphasis on minority group athletes. The following findings are included: (1) a majority have seen or heard about violent racial confrontations; (2) 30 percent would intervene to stop or condemn the incident; (3) one-fourth report having been the target of bias; (4) slightly more than half would report an incident to their parents, but only one in four would report the incident to a teacher; (5) most believe that human rights extend far beyond what is guaranteed by law; (6) students exhibited a high awareness of discrimination against a number of minority groups; (7) students are well-informed about human rights; (8) more than half report being involved in some form of community activity; (9) students regard athletes as role models; (10) one in five say they would join a school group to discuss racial differences with visiting athletes and subsequently become involved in a community action program; (11) students are interested in learning more about their own and other racial groups; (12) student athletes have highly unrealistic aspirations; (13) school athletics serve to reduce racial tensions; (14) student athletes are role models for other students; (15) students reject the stereotype of the "dumb jock"; and (16) students have major misconceptions about the status of minority group athletes. Statistical data are presented in one table and five graphs. (FMW)

ED 331 938 UD 028 047

O'Hare, William P. Felt, Judy C.
Asian Americans: America's Fastest Growing Minority Group. Population Trends and Public Policy, Number 19.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Feb 91
 Note—21p.

Available from—Circulation Dept., Population Reference Bureau, Inc., P.O. Box 96152, Washington, DC 20090-6152 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, Census Figures, *Educational Attainment, *Employment Level, *Equal Opportunities (Jobs), Income, Individual Characteristics, Minority Groups, Pacific Americans, *Population Trends, Postsecondary Education, Racial Differences, *Racial Discrimination, Secondary Education, Stereotypes, Whites
 Identifiers—Current Population Survey, *Model Minority Groups

Newly available statistical data from the March 1990 Supplement of the Current Population Survey (CPS) indicates that Asians and Pacific Islanders were the fastest growing minority group in the United States during the 1980s. While the size of the Asian American population trails behind the Hispanic American and Black populations, changes in immigration law and the increasing number of immigrants from Southeast Asia are likely to add to their diversity and growth. Even though Asian Americans are often viewed as an economic success story, they are not rewarded economically at a level consistent with their educational attainment. Asian Americans have slightly higher average family incomes than Whites, but they also have much higher poverty rates. The large number of Asian Americans currently enrolled in graduate and professional schools indicates that their average family income should rise during the 1990s. However, the prospects for some of the more recent immigrant groups

from Southeast Asia who have less education are not promising. The economic success of Asians makes them likely targets for the frustrations of other minority groups as well as Whites, who fear the growing economic power of the Asian-Pacific rim countries. While Asian American are perceived by Whites as the "model minority," subtle employment discrimination in the form of the "glass ceiling" prevents Asian Americans from achieving their full economic potential. Statistical data are presented in one table and five graphs. A list of 27 references is appended. (FMW)

ED 331 939 UD 028 048

The Minority Student Today: Recruitment, Retention, and Success. Proceedings of a Conference on the Minority Student Today (October 9-11, 1989, San Antonio, Texas).

South Carolina Univ., Columbia. Div. of Continuing Education; Trinity Univ., San Antonio, TX. Div. of Continuing Education.

Pub Date—89

Note—161p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academic Persistence, Asian Americans, Black Students, *College Students, *Cultural Pluralism, Higher Education, Hispanic Americans, *Minority Groups, *Multicultural Education, School Holding Power, *Student Recruitment

This document contains 68 presentations made at a conference on the recruitment, retention, and academic success of minority group college students. Many minority group students enter college unprepared for a rigorous academic curriculum and face many barriers to persistence in an atmosphere dominated by White middle class culture. Approaches range from specific skill-development programs to comprehensive strategies for developing a multicultural campus atmosphere in which all ethnic groups can thrive. The following topics are discussed: (1) minority scholarships; (2) remedial writing; (3) student advisement; (4) mentoring; (5) transfer programs; (6) personalized support services; (7) curriculum development; (8) improvement of instruction; (9) summer programs; and (10) peer groups. Programs targeting Asian American, Black, and Hispanic American students are emphasized. The programs could be used as models by other institutions. Some of the papers include lists of references. (FMW)

ED 331 940 UD 028 049

Zacharakis-Jutz, Jeff. Highlander Folk School and the Labor Movement, 1932-1953. The Relationship between Education and Social Movements.

Pub Date—5 Apr 91

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 5, 1991).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational History, *Educational Sociology, Folk Schools, *Labor Education, *Leadership Training, Nontraditional Education, School Community Relationship, *Social Change, *Unions

Identifiers—*Congress of Industrial Organizations, *Highlander Folk School TN

The mission of the Highlander Folk School (Tennessee), which flourished between 1932 and 1961, was intimately intertwined with the labor movement of the 1930s and 1940s and the civil rights movement of the 1950s and 1960s. Highlander began as an Appalachian community school seeking to understand the issues and problems of the community it served. By the late 1930s, Highlander had committed its resources to residential programs that emphasized developing new labor union leadership. Students were primarily officers, organizers, and members of Congress of Industrial Organizations (CIO) unions. By the 1940s, the school was perceived as a progressive CIO education center, promoting the social integration of all races, religions, and sexes. Following World War II, Highlander was accused of being communist-inspired and became a liability to the CIO. It resisted cooption into corporate trade unionism in the 1950s and reemerged in the 1960s with "bottom-up" training programs for the leaders of the new civil rights movement. Highlander's history can be used as a barometer to understand the rise and fall of the labor movement,

and also as an example of how education relates to social movements. A list of 17 references is appended. (FMW)

ED 331 941 UD 028 053

Evaluation of Projects Serving "At-Risk" Students.

Cleveland Public Schools, Ohio.

Pub Date—Nov 90

Note—33p.; Light type in Appendix A may affect legibility.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attendance, *Dropout Prevention, *Dropout Programs, Dropout Rate, Elementary Secondary Education, *High Risk Students, Program Evaluation, Reading Comprehension, *Student Promotion, *Suspension, Urban Schools

Identifiers—*Cleveland Public Schools OH

Although each of the 11 programs evaluated in this report during the 1989-90 school year had its own unique design and objectives, their common goal was to increase the likelihood that at-risk students in Cleveland (Ohio) schools would complete their high school education. Programs were evaluated in terms of changes from the previous year in the following outcome variables: (1) dropouts; (2) promotions; (3) number of students suspended; (4) average number of suspensions per student; (5) attendance rates; and (6) reading comprehension scores. The following outcomes for the elementary school program are highlighted: (1) there were no dropouts, low mobility rates, and few suspensions; (2) about 90 percent of the participants were promoted; and (3) attendance rates improved from the previous year and were at least 90 percent. The following outcomes for the secondary programs are highlighted: (1) there were few dropouts or transfers; (2) more participants were suspended this year than during the last year; and (3) attendance rates and reading comprehension scores decreased from the previous year. Brief narrative project descriptions of each of the 11 projects and five tables of statistical data are appended. (FMW)

ED 331 942 UD 028 054

Student Stability: Some Relationships between Student Stability and Other Selected Variables for 1987-88.

Cleveland Public Schools, Ohio.

Pub Date—9 May 89

Note—68p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Attendance, Elementary Secondary Education, *High Risk Students, Remedial Reading, *Student Characteristics, *Student Mobility, *Student Promotion, Suspension, *Transfer Students, Urban Schools

Identifiers—*Cleveland Public Schools OH

This study examined the differences between stable students and more mobile students in Cleveland (Ohio) schools during the 1987-88 school year. Highly mobile students are believed to be more educationally at risk than their stable counterparts. A stable student was defined as one who was enrolled for at least 178 days and did not transfer from one school to another. The following student characteristics were examined: (1) attendance; (2) tardiness; (3) suspensions; (4) withdrawals; (5) dropping out; (6) promotion; (7) reading diagnosis and related services; and (8) achievement and competency-based test scores. Stable students exhibited the following characteristics when compared to less stable students: (1) higher family income; (2) higher attendance rate; (3) more likely to be tardy; (4) more likely to have lower suspension rates; (5) less likely to have withdrawn from or dropped out of school; (6) more likely to be promoted; (7) over twice as likely to have received one day of reading diagnosis and to be in more than one reading project; (8) more likely to have taken the standardized, citywide reading test at the secondary level; (9) likely to have higher scores on reading achievement and competency tests; and (10) likely to have higher scores on mathematics achievement tests. Statistical data are presented in 62 tables and 23 graphs. (FMW)

ED 331 943 UD 028 055

Barger, Robert N. Evaluating Multicultural Education.

Eastern Illinois Univ., Charleston.

Pub Date—[Jan 91]

Note—15p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, *Cultural Differences, Higher Education, *Institutional Evaluation, Learning Modules, Multicultural Education, Secondary Education, *Self Evaluation (Individuals), Teacher Education, Tests, *Textbook Evaluation

This learning module comprises three activities that provide the opportunity to evaluate: (1) one's own level of cultural awareness; (2) cultural bias in textbooks; and (3) aspects of multiculturalism in a secondary school. The first activity, "Your Own Cultural Awareness," uses "Morgan's Central Virginia Cultural Awareness Quiz" to demonstrate the experience of minority group students faced with tests that have been standardized on the white, middle-class experience and vocabulary. The 20-item multiple-choice quiz has been standardized on the experience of a poor, white Appalachian person. The second activity, "Biases in Textbooks," requires the evaluation of a college or secondary school textbook on the basis of the following criteria: (1) invisibility; (2) stereotyping; (3) selectivity and imbalance; (4) unreality; (5) fragmentation or isolation; and (6) language. The third activity, "Multicultural Life in Today's School," requires a site visit to a secondary school with at least a 20 percent minority group student enrollment and observing the following: (1) teacher expectations; (2) interracial and intergender interactions; (3) seating plans; (4) racial and gender composition of the teaching staff and administration; and (5) evidence of a multicultural curriculum. Written communication and cultural exchange with a secondary school student is suggested as an alternative activity. A three-item bibliography and the answers to the quiz are appended. (FMW)

ED 331 944 UD 028 064

Grayson, Delores A. Martin, Mary Dahlberg. Gender/Ethnic Expectations and Student Achievement (GESA). Teacher Handbook.

Spons Agency—Los Angeles County Office of Education, Downey, CA; Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—90

Note—188p.

Available from—Graymill Publications, 2029 352nd Place, Earlham, IA 50072 (\$20.00).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Secondary Education, *Equal Education, Ethnic Bias, Inservice Teacher Education, Racial Bias, Sex Bias, *Teacher Attitudes, *Teacher Expectations of Students, *Teacher Student Relationship, Workshops

This workbook is intended for teachers participating in the Gender/Ethnic Expectations and Student Achievement (GESA) program. GESA is based on the premise that teachers need to confront gender, race, and ethnic bias in their interactions with students in order to ensure quality and excellence on an equitable basis. Participants attend a series of five three-hour workshops in which they review curriculum materials that address equity issues and examine the impact of their own behavior on classroom disparity in the following areas: (1) instructional contact; (2) grouping and organization; (3) classroom management; (4) enhancing self-esteem; and (5) evaluation of student performance. Participants also take turns observing each other in the classroom. The following materials are appended: (1) a 264-item bibliography; (2) a program description; (3) a matrix illustrating areas of disparity, interaction, and curriculum issues; (4) a level-by-level approach to achieving excellence through equity; (5) a discussion of the forms of bias in the curriculum and the classroom; (6) two checklists and four reporting forms; (7) a self-evaluation questionnaire; (8) a sample seating chart; (9) a student quiz; (10) an outline of 10 quick ways to analyze children's books; and (11) a list of levels and words associated with questioning. (FMW)

ED 331 945 UD 028 069

Halasa, Ofelia. Restructuring a Research Department as a Function of New Roles/New Needs.

Cleveland Public Schools, Ohio.

Pub Date—90

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, 1990).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Educational Research, Elementary Secondary Education, *Program Evaluation, *Research Administration, *Research Design, Research Problems, *School Restructuring, Urban Schools
 Identifiers—*Cleveland Public Schools OH

This paper describes the strategies used by the Research Department chief of the Cleveland (Ohio) Public Schools to restructure a department beset with staff cuts, district reorganization, and a demoralized staff. The reform movement for accountability is challenging school district research departments to provide timely, meaningful, objective information in the most efficient way possible. The following strategies were employed: (1) departmental functions were not division-based, but left as a set of tasks to be completed by the department; (2) no one specific staff member was assigned to a function, but rather staff teams were assigned to a function; (3) projects were grouped on the basis of comparability of a particular criterion; (4) assessment of projects was conducted in the context of the district operation; (5) access to computer technology was facilitated, allowing more creativity; and (6) Department visibility was prioritized. A list of four references, two charts, and four tables of statistical data are appended. (FMW)

ED 331 946 UD 028 071

Gold, J. And Others

Student Adaptation to College as a Predictor of Academic Success: An Exploratory Study of Black Undergraduate Education Students.

Pub Date—[90]

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Adjustment (to Environment), *Black Students, *College Freshmen, Education Majors, Higher Education, Multiple Regression Analysis, Questionnaires, *Sex Differences, Success

Identifiers—*Student Adaptation to College Questionnaire

The purpose of this study was to investigate the relationship between the perceptions of black undergraduate students of their adjustment to a predominantly white university and academic success. The responses of a sample of 29 black freshman education majors at a midwestern university on the Student Adaptation to College Questionnaire (SACQ) were correlated with the students' grade point averages (GPA) using multiple regression analyses. Twenty-three of the students were female and six were male. The following findings are presented: (1) total SACQ scores were significantly related to GPAs; (2) scores on the academic adjustment subscale were significantly related to GPA for females; and (3) scores on the personal-emotional adjustment subscale were significantly related to GPA for males. The findings suggest that personal counseling, tutoring, and general skill-building would be appropriate activities to support black female students, while peer/mentor support activities would be appropriate for black males. Statistical data are presented in three tables. A list of 28 references is appended. (FMW)

ED 331 947 UD 028 087

Stevenson, Zollie, Jr.

Progress Report on Three Chapter 2 LEA Funded Programs: SY 1989-90. School-Library Resources. The Educational Technology Instructional Television Fixed Services Program. Gifted/Talented Educational Program.

District of Columbia Public Schools, Washington, D.C.

Pub Date—Sep 90

Note—19p.

Pub Type—Reports - Evaluative (142)

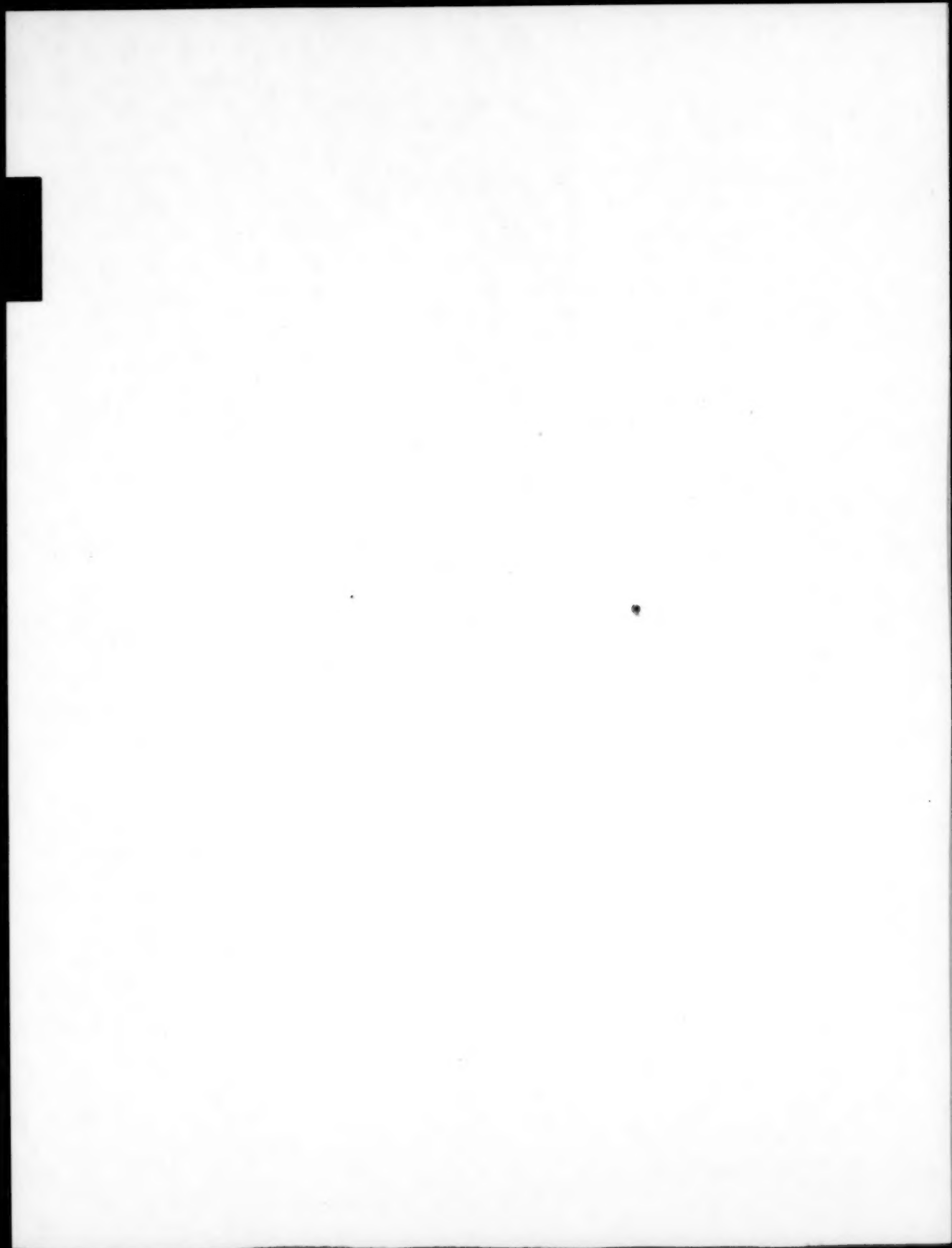
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Educational Television, Elementary Secondary Education, *Evaluation Problems, Federal Programs, Library Equipment, *Online Systems, *Reference Services, *Special Education, Urban Schools

Identifiers—*District of Columbia Public Schools

This document reports on the evaluation of the following three programs in Washington (District of Columbia) schools funded under Chapter 2 LEA (Local Education Agency) during the 1989-90 school year: (1) the School-Library Resources Program; (2) the Educational Technology Instructional Television Fixed Services Program (ITFS); and (3)

the Gifted/Talented Education Program. The School-Library Resources Program focused on acquiring and implementing NEWSBANK, a microcomputer CD-ROM-based system providing access to information in over 400 newspapers, in 18 senior high schools. The overall impact of NEWSBANK on student achievement could not be assessed because the equipment did not arrive until the end of 1989-90. However, limited statistical data from the pilot project site indicated a high amount of student use. ITFS focused on improving the use of instructional television (ITV) to support the Competency-Based Curriculum (CBC), in-service teacher education, and production of live mathematics tutorial programs for grades 4-12. Problems with collecting statistical data at most sites prevented a clear assessment of program impact. The Gifted/Talented Education Program focused on coordinating programs at all junior high schools. Program impact could not be linked to measurable outcomes. Statistical data are presented in four tables. (FMW)



Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor	Microcomputers	
Title	Public Education and Electronic Technologies.	Accession Number
	ED 226 725	
Identifier	National Assessment of Educational Progress	
Title	Reading, Science, and Mathematics Trends. A Closer Look.	Accession Number
	ED 227 159	

Ability Grouping

Three Reading Groups: An American Educational Tradition. Literacy Research Report No. 8.
ED 331 005

Ability Identification

A Comparison of Self-Adapted and Computer-Adaptive Tests.
ED 331 888

Abstract Reasoning

The Roles of Metadiscourse, Speech Acts & the Language of Abstraction in a Top-Down Approach to Teaching English for Academic Purposes (or: "Never Mind What He's Saying, What's He Doing?").
ED 331 299

Abstracts

Resources in Education (RIE). Volume 26, Number 9.
ED 330 774

Academic Achievement

An Analysis of Expected Grade Level Gain as a Result of Participation in the Mandatory Functional Literacy Program.
ED 330 827

Analysis of Learner Progress from the First Reporting Cycle of the CALPEP Field Test. A Report to the California State Librarian.
ED 330 782

Analysis of Learner Progress from the Second Reporting Cycle of the CALPEP Field Test. A Report to the California State Librarian.
ED 330 783

Analysis of New York City's 1988-1989 Adult Literacy Data Base. The New York City Adult Literacy Initiative.
ED 331 323

Basic Skills Performance of Alaska's Students. Achievement Test Results for the 1989-90 and the 1990-91 School Years.
ED 331 690

Black Education: A Quest for Equity and Excellence.
ED 331 900//

Building Coalitions for Minority Success: A Report of the SHEEO Project on Minority Achievement in Higher Education.
ED 331 908

California Adult Learner Progress Evaluation Process (CALPEP). California Literacy Campaign (CLC).
ED 330 784

Children Achieving Potential. An Introduction to Elementary School Counseling and State-Level Policies.
ED 331 414

The Community College and Transfer: Some Indicators from State Data. Research Report No. 91-05R.
ED 331 556

Complexities in Evaluating the Effects of Staff Development Programs.
ED 331 795

Early Learning and Early Identification: Final Report of the Three Year Longitudinal Study.
ED 331 934

The Effect of Instructional Clarity and Concept Structure on Student Achievement and Perception.
ED 331 809

Effects of Prediction Activities on Instructional Outcomes in High School Genetics.
ED 331 722

Entrance Testing and Student Success in Writing Classes and Study Skills Classes: Fall 1989, Winter 1990, and Spring 1990.
ED 331 555

Going the Distance: The College Athlete's Guide to Excellence on the Field and in the Classroom.
ED 331 334//

Helping Children Succeed: A Handbook of Programs, Schools and Resources that Are Making a Difference.
ED 330 925

Laser Learning Project (LLP): 1989-90.
ED 331 484

LAUSD Student Performance on the 1988-89 Scholastic Aptitude Test: Description and Comparative Analysis. Publication No. 549.
ED 331 918

Learning Styles and Achievement in Postsecondary Classrooms.
ED 331 554

Malnutrition, School Feeding and Educational Performance. Notes, Comments...No. 186 = Malnutrition, alimentation scolaire et resultats educatifs.
ED 331 602

Measurement of Achievement and Transfer through Divergent Thinking.
ED 331 833

Metamemory, Study Strategies, and Attributional Style: Cognitive Processes in Classroom Learning.
ED 331 846

A Model of Student Success Strategies Development.
ED 331 529

New Student Supports, Problems and Perceptions in Initial Adjustment.
ED 331 414

New Unesco Project To Improve Primary School Performance through Improved Nutrition and Health. First Technical Report. Nutrition Education Series, Issue 18.
ED 331 591

Predictive Validity of Three Preschool Developmental Assessment Instruments for the Academic Performance of Kindergarten Students.
ED 331 867

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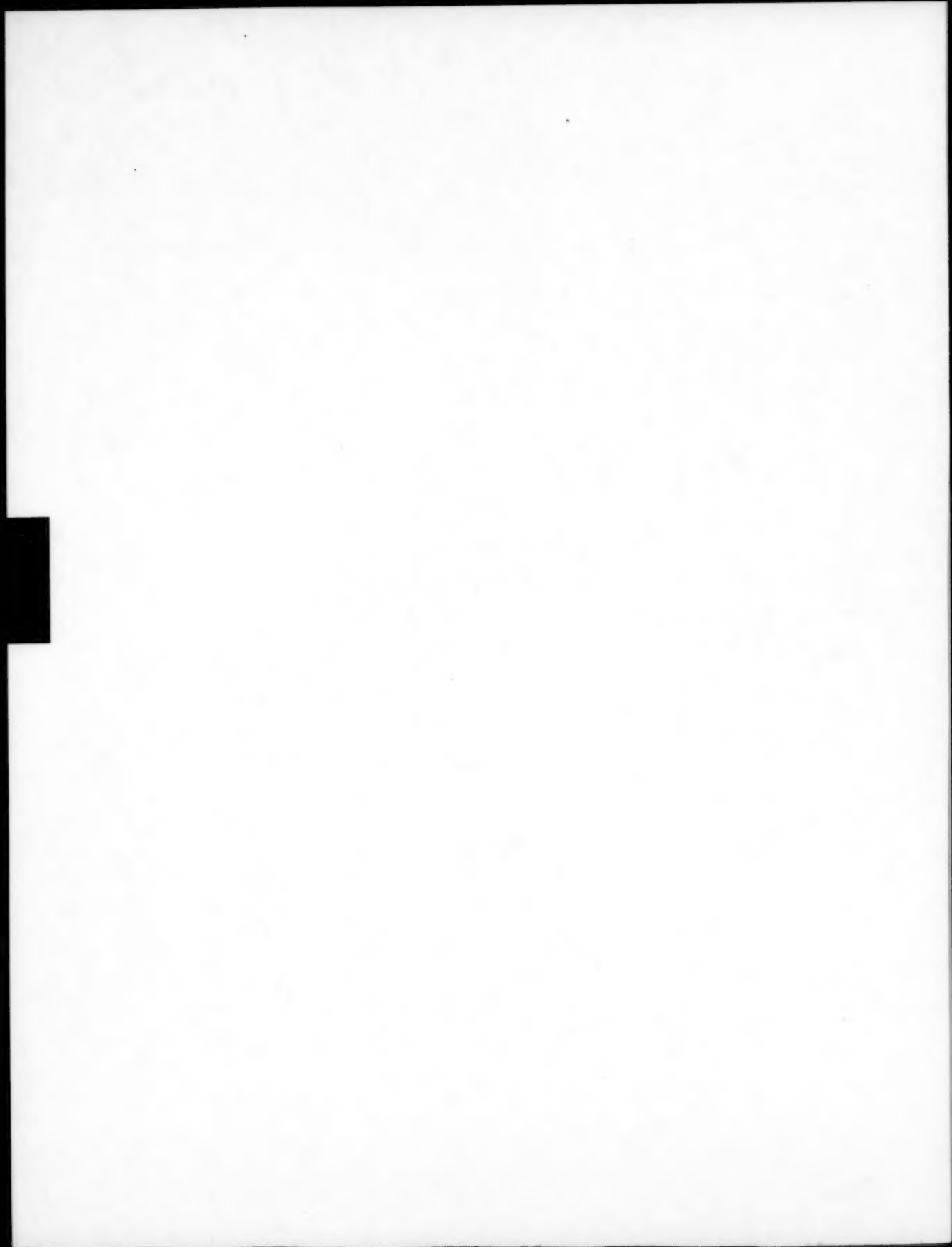
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The Use of Home Computers by Disabled Students at the Open University. Part 1: Previous Use of Computers in Courses. CITE Report No. 30.
- ED 331 259
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- ED 331 644
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Utilizing Individual Inservice Training Packets for Staff Development with Community-Based Instruction for Severely and Profoundly Handicapped Students (K-12).

ED 331 203

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ED 331 930

A Vocational/Special Education Individualized Transitional Planner (School to Work).

ED 330 868

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ED 330 923

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ED 331 537

Where Teacher Education Students Agree: Beliefs Widely Shared before Teacher Education.

ED 331 781

(170) Translations

Strong Like Two People: The Development of a Mission Statement for the Dogrib Schools.

ED 331 667

(171) Multilingual/Bilingual Materials

Caregivers' Practical Help. A Six Session Course for Informal Caregivers = Ayuda Practica para las Personas Que Cuidan a Envejecientes. Curso de Seis Sesiones para las Personas Que Informalmente Cuidan a Envejecientes.

ED 330 835

Caring for Alzheimer's Patients. Supplement to Caregivers' Practical Help to Assist Those Who Care for Patients with Dementia Related Diseases = El Cuidado de los Pacientes de Alzheimer. Suplemento de Ayuda Practica para las Personas Encargadas para Ayudar a los que Cuidan a Pacientes que Sufren de Enfermedades Relacionadas con la Demencia.

ED 330 836

Children at Risk and Community Response. Notes, Comments... No. 187 = L'action des populations locales face au probleme de l'enfance en danger.

ED 331 599

El Embarazo Precoz: Childbearing among Hispanic Teenagers in the United States.

ED 331 896//

Malnutrition, School Feeding and Educational Performance. Notes, Comments...No. 186 = Malnutrition, alimentation scolaire et resultats educatifs.

ED 331 602

Seven Strategies for Improving the Quality and Efficiency of the Education System. Notes, Comments... No. 192 = Sept strategies visant a ameliorer la qualite et l'efficacite du systeme d'education.

ED 331 601

Step by Step: A Community Based Rehabilitation Project with Disabled Children in Guyana. Bilingual Version = Pas a pas: Un projet de readaptation a base communautaire pour les enfants handicapes en Guyane. Version bilingue. Notes, Comments...No. 189.

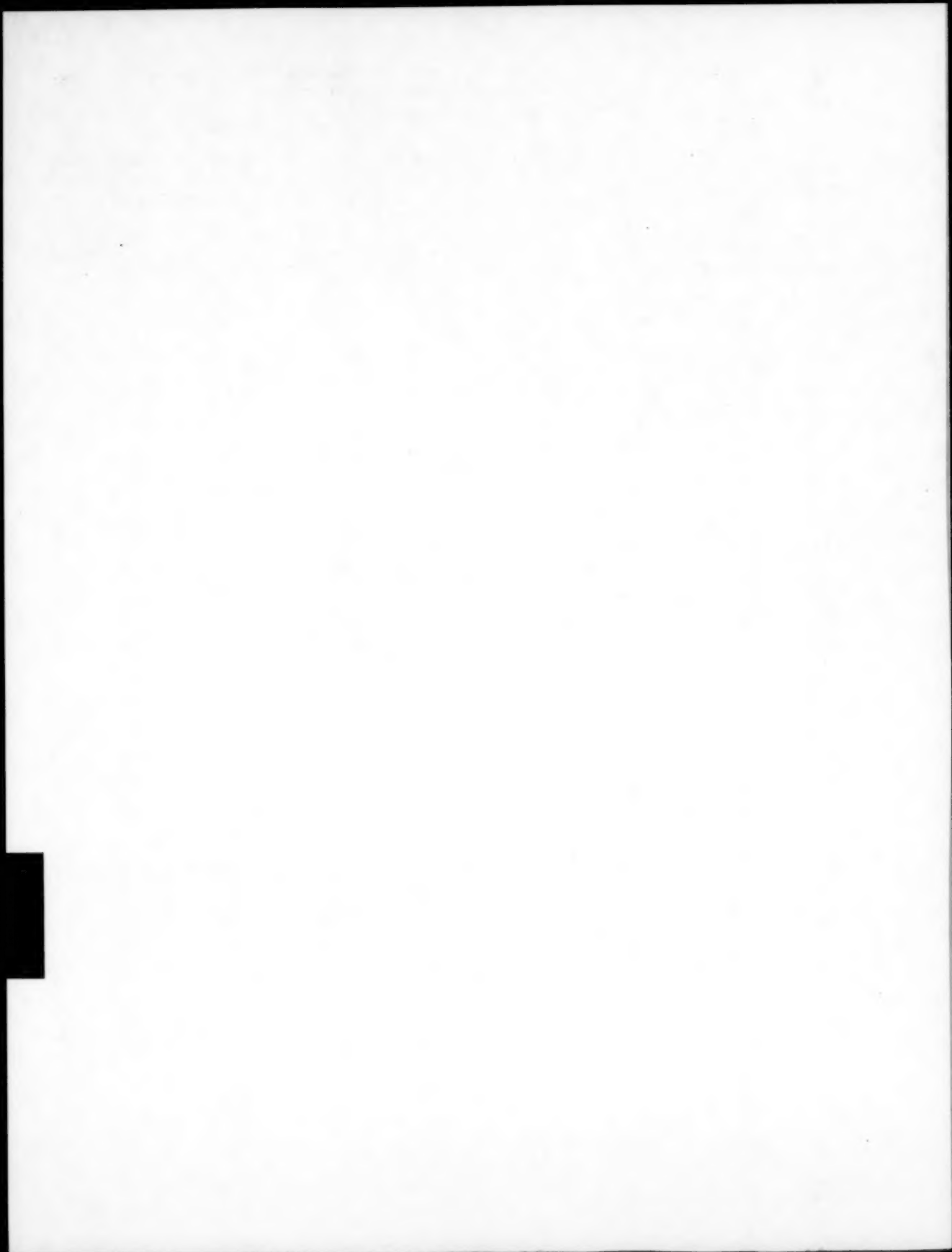
ED 331 244

Universalization of Primary Education in Colombia: The New School Programme. Notes, Comments... No. 191 = Colombie: L'enseignement primaire pour tous le programme "Ecole nouvelle."

ED 331 600

Who Cares for Children? Notes, Comments... No. 188 = Les enfants, qui s'en soucie?

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All new Descriptors and other *Thesaurus* changes previously listed here are now included in the new 1990 *Thesaurus of ERIC Descriptors* (12th edition). The 1990 edition reflects all updates to the *Thesaurus* file through April 1990, including 282 new Descriptors and many other changes since the 1987 (11th) edition was published. New Descriptors, deleted Descriptors, scope note modifications, etc., implemented in the *Thesaurus* beyond April 1990 will continue to be listed in this *Thesaurus Additions and Changes* section in order to bring them to the attention of users.

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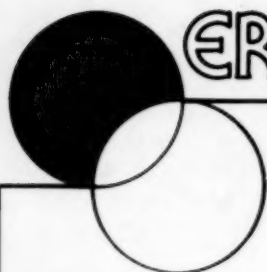
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